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ABSTRACT

A model program was implemented to provide support and advocacy services to handicapped adults for overcoming barriers in obtaining postsecondary vocational training and employment. The formative evaluation included a description of the project's phases and the activities undertaken to meet project objectives. Major activities were recruitment, assessment, and counseling; career support plan and support services; advocacy/support and referral to community services; occupational employability and skills training; and followup support. The summative evaluation utilized an ex post facto group design that compared project participants to handicapped and nonhandicapped persons. All subjects were postsecondary students enrolled in various daytime programs of vocational training at the Nassau County Board of Cooperative Educational Services. Project participants and the nonhandicapped group performed with better skills and had lower dropout rates than the handicapped comparison group. Differences between the two handicapped groups were educationally significant on all criteria: instructor's skill ratings, attendance ratings, dropout rate, completion/continuation rate, and employment. The differences between project participants and the nonhandicapped group were not educationally significant on program or employment criteria. (Four successful case studies are also presented. Materials and instruments from the project are appended.) (YLB)

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SUPPORT AND ADVOCACY FOR VOCATIONAL TRAINING OF HANDICAPPED POSTSECONDARY ADULTS

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ABSTRACT

Support and Advocacy for Vocational Training of Handicapped Postsecondary Adults was a one-year model project. The goal of this project was to design and implement a model program that would provide support and advocacy services to handicapped adults in order to overcome barriers in obtaining vocational training and employment.

The three phases of this project included: Identification and Assessment, Support and Advocacy to Help Handicapped Adults Complete the Vocational Training Program, and Support and Advocacy in the Transition to Advanced Training or Employment. Support and advocacy began on an individual basis when the applicant was assessed and placed in an appropriate vocational training program. Support consisted of a range of personal services such as interpretive assistance, notetaking, remediation, the provision of learning aids and other help depending on the individual's handicap and expressed need. Counselling in career education and life skills training was also provided. When appropriate, project participants were referred to or advised of community services and support groups. Upon completion of their BOCES training program, participants were provided on an individual basis with advocacy, support, referral, placement services and follow-up assistance to aid in the transition to employment.

An ex post facto comparison group design determined the outcome for handicapped project participants (Group I) compared to a handicapped group receiving no special services (Group II) and a nonhandicapped group (Group III). All the individuals in Groups I through III were postsecondary students enrolled in various daytime programs of vocational training at the Nassau BOCES.

It was expected that Group I project participants would differ significantly from Group II, the handicapped comparison group, and not differ significantly from Group III, the nonhandicapped group. Statistically significant differences between groups were obtained regarding BOCES instructors' skill ratings and regarding dropout rate versus course completion or continuing training; Group I project participants and Group III, the nonhandicapped group, performed better regarding skills and had lower dropout rates than Group II, the handicapped comparison group.

Differences between Group I and Group II were educationally significant on all criteria: instructors' skill ratings, attendance ratings, dropout rate, completion/continuation rate and employment. Moreover, as predicted, the differences between Group I project participants and Group III nonhandicapped adults, were not educationally significant on program or employment criteria.

This model program has clearly demonstrated that assessment, support and advocacy will help handicapped adults to overcome barriers in obtaining postsecondary vocational training and employment. Project participants demonstrated that with assessment, support and advocacy they were able to approach the performance level of nonhandicapped adults on program criteria and to successfully complete or continue their training programs. Moreover, handicapped adults who did not receive these services had a high dropout rate and no employment rate which provides additional evidence that handicapped adults are not likely to succeed in vocational training programs without support services.

BACKGROUND AND RATIONALE FOR THIS PROJECT

The Board of Cooperative Educational Services of Nassau County was established in 1967 to serve as an intermediate educational agency between the local school districts and the State Education Department. BOCES serves 56 school districts in Nassau County and has an annual operating budget in excess of $50 million. BOCES mostly provides services to approximately 270,000 pupils from Nassau public schools, 48,000 pupils from Nassau nonpublic schools and over 8,000 out-of-school youths and adults. The populations that are served by Nassau BOCES are diverse economically, racially and religiously.

The Division of Occupational Education currently offers more than sixty full-time and evening programs in vocational skills training. These include apprenticeship and on-the-job training programs involving more than thirty local industries and agencies, as well as traditional classroom programs.

Prior to the onset of this project, approximately 44% of the handicapped adults enrolled in BOCES vocational training programs had failed to complete these training programs. A survey of classroom teachers and guidance counselors was conducted in an attempt to identify the causes of these dropouts. Results of the survey indicated that many students had significant barriers that impeded learning, including mental, emotional and physical handicaps, undiagnosed learning disabilities and deficiencies in basic skills. Therefore, there appeared to be a critical need to adapt existing BOCES vocational programs to meet the special needs of handicapped adults.

Additional evidence on the needs of the handicapped was provided by the Nassau County Board of Health's publication, "Investigation of Health and Rehabilitation Services for the Handicapped" (1978). Several problems were identified. The investigators observed an absence of cooperation between agencies, duplication of services, bureaucratic obstacles and difficult transition from one service agency to another. A second problem was the lack of follow-up of students who completed vocational rehabilitation programs. Assistance terminated at program completion. A third problem was a lack of awareness and information among professionals and the public regarding availability and accessibility of special services.

These problems are not limited to Nassau County. The need for additional support and advocacy services for the handicapped has been recognized by professional educators in other areas of the United States. At the University of Wisconsin Conference on the Handicapped, Kay Davis, specialist at the University Center for Studies in Vocational and Technical Education, cited research that teachers' background and experience often leave them unable to cope with the special needs of handicapped students. According to Davis and other experts, it is not enough to provide an individualized modified curriculum for the handicapped student because support services are essential for success in vocational and technical programs. Further, the Associate Dean of the National Institute for the Deaf, Dr. J. Clare of the Rochester Institute of Technology, New York, identified the need to plan job placement, a need equal in importance to curriculum development and vocational training.

BOCES has a history and regional reputation of providing access and services to members of groups that have been traditionally underserved. Most of BOCES funded programs have addressed the needs of the handicapped, disadvantaged, displaced homemakers, bilingual persons or other special needs populations. These projects have established advisory committees and other contacts with the various agencies serving these populations throughout Nassau County.

With $50,000 in grant assistance from the U.S. Department of Education's Office of Special Education and Rehabilitative Services, BOCES implemented a one-year model project in September of 1981. The goal of this project was to design and implement a model program that would provide support and advocacy services to handicapped adults in order to overcome barriers in obtaining postsecondary vocational training and employment. A comprehensive approach included (1) indepth assessment of each participant leading to placement in an educational or vocational training program, (2) counseling and supportive services, (3) an effort to facilitate knowledge of and access to community resources and services, (4) development of employability skills and social behaviors appropriate to occupational settings, and (5) advocacy and job placement or referral to advanced training or education with follow-up support during the transition period.

II. EVALUATION PLAN AND PROJECT OBJECTIVES

The goal of the project was to design and implement a model program that would provide support and advocacy services to handicapped adults in order to overcome barriers in obtaining postsecondary vocational training and employment.

The purpose of the evaluation was two-fold: (1) to assess the implementation of the proposal's objectives (formative evaluation) and (2) to determine the effect of participating in the program, or the success of the project's objectives (summative evaluation).

The formative evaluation, presented in Section III, describes the project's phases and the activities that were implemented to meet each of the five objectives.

The summative evaluation, presented in Section IV, utilizes a comparison group evaluation design to determine the success of the project's objectives by comparing project participants (Group I) to two other groups, a handicapped comparison group (Group II) and a nonhandicapped comparison group (Group III) on the following criteria: class attendance, class skills appraisals, dropout vs. completion and/or continuing education rates, success rates in obtaining employment following BOCES training, and employers' ratings of program participants.

Case studies are presented in Section V to illustrate the type and extent of individual support and advocacy services and the outcomes for these individuals.

The project's five objectives, the rationale and basic evaluation plan for each objective are outlined below.

PROJECT OBJECTIVES:

Objective 1: To provide handicapped adults with assessment and counseling that will identify their educational, vocational and personal needs and direct them towards appropriate educational or vocational programs.

Rationale: The high dropout rate of handicapped adults from the BOCES Occupational Education programs may be associated with inappropriate placement. Provided with indepth assessment and counseling, handicapped adults may enroll in programs where they are more likely to succeed.

Evaluation: Fifty-seven handicapped adults received assessment, career counseling, and referral to an appropriate vocational or academic post-secondary program including college, a BOCES program, or other education programs that were offered by community agencies. The summative evaluation (Section IV) determined if assessment, career counseling, and directed vocational and/or educational placement increased the success rate and reduced the dropout rate of handicapped adults who received these services as well as additional support services (Group I) compared to those who did not receive such services (Group II).

Objective 2: To identify and implement strategies for reducing barriers to learning and to provide support services for hearing impaired/totally deaf and other handicapped adults while they are obtaining postsecondary vocational training.

Rationale: Reducing barriers to learning and providing support services to postsecondary handicapped students will assure accessibility of BOCES vocational training programs to handicapped adults and allow them to compare favorable to nonhandicapped postsecondary students on criteria such as dropout rate/course completion, class achievement, and job/educational placement.

Evaluation: The summative evaluation compared the success of project participants in Group I to handicapped adults who did not receive any support services (Group II) and in comparison to nonhandicapped adults (Group III). Group I was expected to perform significantly better than handicapped adults in Groups II and not significantly different than the nonhandicapped in Group III.

Objective 3: To improve knowledge of community resources, services and activities and facilitate access to these services for the handicapped through referral information and advocacy.

Rationale: One problem identified by the 1978 "Investigation of Health and Rehabilitation Services for the Handicapped" was the lack of awareness and information among professionals and the public regarding available services and how to go about seeking these services. While enrolled in and after graduating from a BOCES program, it would be helpful for handicapped students to be aware of support services available in the community and to know how to obtain such services when needed.

Evaluation: As shown in the formative evaluation (Section III), evaluation records were kept of all referrals for support services and types of services received.

Objective 4: To help handicapped adults develop employability skills and appropriate social behaviors in occupational settings.

Rationale: Barriers to employment will be reduced if the handicapped adult had developed employability - job seeking skills and appropriate social behaviors in occupational settings. The project participants will be trained in skills such as resume writing, interviewing techniques, completing forms, personal grooming, reliability and cooperation.

Evaluation: The summative evaluation of this objective was based upon an employers' rating of project participants (Group I) at one-month follow-up compared to ratings of the handicapped and the nonhandicapped comparison groups (Group II and III).

Objective 5: To provide advocacy, support, referral, planning for job placement and follow-up to aid participants' transition from a BOCES vocational training program to advanced training or employment.

Rationale: The 1978 "Investigation of Health and Rehabilitation Services for the Handicapped" indicated that a lack of follow-up after vocational rehabilitation was a major problem. The Women's Advocacy project is a successful model for providing support, advocacy and follow-up during transition to a disadvantaged population. The activities of the Women's Advocacy project will be adapted to meet the needs of the handicapped project participants by reducing the problems they face during the transitional period from vocational training to advanced training or employment.

Evaluation: The summative evaluation of this objective was based upon participants' success (Group I) in obtaining and maintaining employment one month after training compared to the handicapped comparison group which did not receive support and advocacy (Group II) and to the nonhandicapped comparison group (Group III).

III. FORMATIVE EVALUATON: PROGRAM IMPLEMENTATION

A comprehensive documentation effort was established from the onset of the project in order to put in place an on-going system for the recording of all program activities.

Each staff member kept a professional daily log on which he/she recorded all services performed and the time spent on each. (See Appendix A- Professional Log of Services Performed). This recording process enabled the evaluators to ascertain whether all project components were implemented as described in the proposal.

In addition, whenever a staff contact was made on behalf of a specific student it was recorded on an individual student support and advocacy contact form which delineated the type of activity as well as the date and time when the service was rendered (See Appendix B - Contact Form). This type of recording process enabled the evaluators to arrive at a complete picture of the unique services rendered to each program participant.

Furthermore, if a staff contact was made specifically for the request of supportive services from an outside agency, a more detailed form was utilized. This Referral for Support Services Form delineated the following information: (a) client need, i.e., tuition reimbursement, medicaid payment; (b) service provider contacted, i.e., Office of Vocational Rehabilitation, Social Security Administration; (c) task performed by staff member, i.e., obtain information make appointment; (d) procedure utilized, i.e, personal, telephone; (e) person responsible for contact, i.e., client, BOCES Counselor; (f) established date of contact; (g) projected date of completion; (h) whether the task was met or not met and the reason given; as well as (i) client satisfaction with the process. This type of formative evaluation effort enabled the evaluators to get a compete picture of the outside agencies contacted as well as the types of services rendered to the project by these agencies.

As described below, the program was implemented in three major phases with project activities related to each objective.

A. PROJECT PHASES

The project consisted of three major phases:

- Phase I - Identification and Assessment, ongoing from September through February, 1982
- Phase II - Support and Advocacy to Help Handicapped Adults Complete the Vocational Training Programs, ongoing from November through June, 1982
- Phase III - Support and Advocacy to Facilitate Transition to Advanced Training or Employment, ongoing from March through August, 1982

Figure 1 presents an overview of the three phases and the major activities (see pages 10-11).

During Phase I of the project, Identification and Assessment, the counselor and two aides publicized the program, modified assessment materials as was necessary to meet the needs of the handicapped as well as identified and assessed 57 postsecondary handicapped project applicants. The counselor and aides used assessment materials such as work sample instruments, aptitude tests, achievement tests and interest tests which were presently utilized at BOCES for handicapped populations. Applicants were referred from the Office of Vocational Rehabilitation, other community agencies and as walk-in self-referrals.

Phase I continued until there were enough applicants to form an appropriate Treatment Group I which consisted of 6 hearing-impaired individuals and 15 individuals with other handicaps who were deemed suitable for a BOCES vocational training program.

Phase II, Support and Advocacy to Help Handicapped Adults Complete the Vocational Training Program, began on an individual basis when an applicant was placed in a vocational training program. Support consisted of a range of personal services such as interpretive assistance, notetaking, remediation, the provision of learning aids and other help depending on the individual's handicap and problems. Project participants received assistance with social integration and peer support systems were developed. The Counselor provided counseling in career education and life skills training and aided participants in the development of short- and long-range goals. When appropriate, project participants were referred to or advised of community services and support groups.

Phase II was concluded on an individual basis approximately four months later when a participant completed the training program in which he/she was enrolled.

In Phase III, Support and Advocacy to Facilitate Handicapped Adults' Transition to Advanced Training or Employment, project participants received advocacy, support, referral and placement services to help in the transition from a BOCES vocational training program to advanced training or employment. They received support in the learning of job seeking skills such as resume writing, interviewing techniques, as well as completing forms, and in learning appropriate social behaviors in occupational settings, such as: appropriate dress, reliability, and cooperation.

Phase III concluded with follow-up support and a phone interview with employers of participants one month following the completion of training in order to determine participants' success in achieving this objective.

Figure 1

PROJECT PHASES AND ACTIVITIES

Work Plan for Services and Resources to Assist Handicapped Program Participants

Phase I, Identification and Assessment, included the following activities:

- Publication of the program in order to reach prospective students.
- Communication with referral agencies, where possible, to attain pertinent information regarding the students' psychological, medical, educational, vocational and rehabilitative backgrounds.
- Establishment of linkages with supportive resources and agencies to provide assistance in education, vocational or on-the-job training.
- Review, selection and modification of assessment materials to assure suitability for handicapped adults. Examples of measuring instruments include Microtower, Singer, Coats, Mind-Tool (work samples); Sage, GATB, DAT (aptitude tests): CAT (achievement test): Strong, Holland Self Directed Search (interest tests).
- Assessment of 57 handicapped adults
- Referral of handicapped adults to appropriate programs within BOCES, community agencies or colleges.
- Selection of project participants, 6 hearing impaired and totally deaf adults and 15 other-handicapped adults. The 15 other-handicapped adults included postsecondary students who were mentally retarded, emotionally disturbed, or in other ways health impaired.

Phase II, Support and Advocacy to Help Handicapped Adults Complete the Vocational Training Programs, included the following activities:

- Identification of special needs and provision of support services
  - Interpretative assistance
  - Tutorial assistance and/or remedial assistance
  - Notetaking assistance and reading assistance
  - Wheelchair assistance
  - Auditory training
  - Personal counseling
  - Crisis intervention
  - Learning aids (tape recorders, calculators, typewriters, and special equipment)

Figure 1 continued

- Provision of career education and life skills counseling
- Development of short-range goals and long-range goals for participants and strategies to meet these goals.
- Assistance with social integration
- Development of peer support systems
- Conducting of individual progress meetings
- Provision of information and advocacy regarding community services and support groups.

Phase III, Support and Advocacy to Facilitate Handicapped Adults' Transition to Advanced Training or Employment, included

- Employability skills
  - goal setting
  - resume writing
  - interviewing
  - completing forms
  - learning transportation services
- Appropriate social behaviors in occupational settings
  - grooming
  - courtesy
  - responsibility
  - reliability
  - cooperative attitude
  - communicating with others
- Support and advocacy to help students obtain advanced training or employment
- Placement of students in programs for advanced skills training, in college for academic options, in on-the-job training or in independent employment
- Follow-up interview one month after placement to evaluate the success of the transition and to make recommendations for support services if needed.
- Evaluation to determine the success of the program
- Dissemination of the program model to other regional education agencies and professional organizations

B. PROJECT ACTIVITIES AND OUTCOMES RELATED TO EACH OBJECTIVE

Figure 2 below outlines the major activities and participant outcomes for each objective.

FIGURE 2: IMPLEMENTATION OF PROJECT OBJECTIVES AND OUTCOMES

Project Objectives	Major Activities	Outcomes for Participants
#1 - To provide handicapped adults with assessment and counseling that will identify their educational, vocational and personal needs and direct them towards appropriate educational or vocational programs.	Recruitment, intake, assessment profile, individual assessment, individual and group counseling	57 handicapped adults completed intakes and assessment; of these 21 were given individual interpretation of their assessment and referred to a BOCES occupational training classroom program;(full day-half day); 22 were referred to the BOCES Special Needs Industry-Based Program for on-the-job training and employability skills, and 14 were referred elsewhere.
#2 - To identify and implement strategies for reducing barriers to learning and to provide support services for handicapped adults while they are obtaining vocational training	Development of Career Support Plans with follow-up, skills assessment, counseling, crisis intervention and support services on an individual need basis including: interpretative assistance, tutorial assistance, note-taking/reading assistance, wheelchair assistance, auditory training and provision of learning aids	All 21 participants completed Career Support Plans which were evaluated periodically and modified when necessary; all 21 participants received support services based on their individual needs (see case studies for illustration of support services given). One student dropped out of the program and two moved leaving 18 who received services throughout the year.
#3 - To improve knowledge of community resources, services and activities and facilitate access to these services for the handicapped through referral information and advocacy	Advocacy in dealing with government and community organizations to secure tuition, financial assistance and other support, informing and referring participants to community resources, services, and activities for the handicapped	32 agency contacts were made, 27 for the purpose of securing tuition or financial assistance and five for the purpose of securing interpreter services. Of the 29 contacts initiated by project staff, 23 resulted in approvals. Of the three contacts initiated by participants, none resulted in a clear outcome.

Figure 2, continued

Project Objectives	Major Activities	Outcomes for Participants
#4 - To help handicapped adults develop employability skills and appropriate social behaviors in occupational settings	Employability skills taught in occupational education classes and special sessions for all participants - completing resumes and job applications, video taping of role playing job interviews, group and individual counseling in preparation for actual job interviews	16 of the 21 participants (76%) received satisfactory or better ratings from their instructors on skills and employability attitudes. 15 or 71% had a satisfactory or better attendance record. (See Summative Evaluation for how results compared to the comparison groups.)
#5 - To provide advocacy, support, referral, planning for job placement and follow-up to aid participants' transition from a BOCES vocational training program to advanced training or employment	Advocacy with employers; job development, job leads, referrals and arranging job interviews for participants; assisting those who need to continue training with summer job placements; follow-up to aid participants, if necessary.	Six of the eight participants who completed training were employed. Ten are planning to return to BOCES in the fall for more advanced training.

A more detailed description of major activities and how each was implemented to meet project objectives is described below.

1. Recruitment, Assessment and Counseling - (Objective 1)

Recruitment: A multidimensional recruitment strategy was developed which focused on the following: (a) networking by the counselors with liaisons from referral agencies in Nassau County working on behalf of the handicapped; (2) presentations of the project made by BOCES personnel at conferences run in the early fall of the school year and (3) preparation and distribution of introductory project flyers to organizations, school districts and other public institutions to which handicapped adults were likely to make contact.

Assessment: An individual assessment profile was developed in order to insure placement of each participant in a comprehensive program best suited to the participant's needs and abilities (See Appendix E). Depending on the individual's needs, the assessment process could include the following phases:

a. Initial Intake - to obtain general background information including: personal data; previous employment (if any); housing, health, legal and financial status

b. Educational Assessment - to determine academic, needs or deficiencies

c. Occupational Assessment - to determine occupational interests and vocational aptitude

d. Employability Assessment - to determine readiness for placement in a cooperative classroom training/work experience program

e. Life Skills Assessment - to determine decision-making ability, ability to handle change, ability to cope with diverse responsibilities, ability to formulate short- and long-range goals

Counseling: Counseling was provided in individual and group formats to meet the common supportive service needs of project participants and to alleviate immediate anxiety and stressful situations as well as to help the participant remain in the program while coping with personal problems.

2. Career Support Plan and Support Services - (Objective 2)

At the completion of all assessment phases, project staff worked as a team to assist each participant in developing an individualized Career Support Plan which reflected short- and long-term occupational and educational goals as well as strategies for overcoming academic deficiencies and strengthening life-coping skills (See Appendix F). It should be emphasized that the plan was developed with the assistance and approval of the participant. In addition, provisions were made for ongoing evaluation and reassessment of each participant's progress by the completion of the Follow-up Career Support Plan (Appendix F). When changes in goals or strategies occurred, the Support Plan was modified.

Once the Career Support Plan had been developed, project participants entered occupational programs based on their individual plans and received support services according to their individual needs. Thus, for each individual, a tailor-made program of interventions included combinations of any or all of the components described in the following sections.

The types of strategies explicated in the plan ranged from interpretative assistance to wheel chair assistance and learning aids (tape recorders, calculators). In addition, tutorial and remedial services as well as notetaking and reading assistance were provided on an ongoing basis to those clients in need of these kinds of support. Communication with instructors and advocacy on behalf of the participants as well as crisis intervention services were utilized by program participants.

3. Advocacy/Support and Referral to Community Services - (Objective 3)

Advocacy on behalf of participants and referral to community services were provided by the Counselor. Services included advocacy in dealing with government and community organizations, counseling participants on resources and services for the handicapped, and contacting agencies on behalf of the participants to facilitate access to services and support.

As indicated in Figure 3, five agencies were contacted on behalf of the clients. These agencies were: Office of Vocational Rehabilitation (OVR), Comprehensive Employment Training Act Office of Employment (CETA-OET), and Comprehensive Employment Training Act Office Department of Occupational Resources (CETA-DOOR); Social Security Administration (SSA); and Department of Social Services (DSS).

Of the 32 agency contacts that were made, 27 were made for the sole purpose of securing monies for the clients as follows: twenty contacts were made in order to secure tuition for clients for the current school year, two contacts were made in order to secure student stipends for the current school year, and one contact was made in order to secure

FIGURE 3

AGENCY CONTACTS MADE ON BEHALF OF CLIENTS

AGENCY	NEED APPLIED FOR-TOTAL # OF AGENCY/CLIENT CONTACTS	# APPROVED	# DENIED	# PENDING	BOCES COUNSELOR ASSISTED YES	BOCES COUNSELOR ASSISTED NO
O V R	Tuition for current School year - 8	5	2	1	8	0
	Tuition for following year - 1	1	0	0	1	0
	Sign Language Interpreter - 4	3	1	0	4	0
	Interpreter Services (unspecified) - 1	1	0	0	1	0
	TOTALS FOR OVR (14) CONTACTS	(10)	(3)	(1)	(14)	(0)
C E T A (OET)	Tuition for current school year - 8	5	1	2	7	1
	Stipend for current school year - 2	2	0	0	2	0
(DOOR)	Tuition for current school year - 4	3	1	0	3	1
	TOTALS FOR CETA (14) CONTACTS	(10)	(2)	(2)	(12)	(2)
S S A (Social Security Admin.)	Application for SSI benefits - 1	1	0	0	1	0
	Reinstatement of SSI benefits - 1	1	0	0	1	0
	TOTALS FOR SSA (2) CONTACTS	(2)	(0)	(0)	(2)	(0)
D S S	Application for Income Maintenance - 1	1	0	0	1	0
	Application for Medicaid - 1	0	0	1	0	1
	TOTALS FOR DSS (2) CONTACTS	(1)	(0)	(1)	(1)	(1)
	*TOTALS -32	23	5	4	29	3

*More than one client could have applied for need in more than one agency

tuition for the following school year. Another four agency contacts were made in order to secure SSI, Income Maintenance and Medicaid benefits for clients. Regarding other supportive services for the clients, five agency contacts were made in order to secure sign language interpreters and other interpreter services.

Of these aforementioned 32 agency contacts, 23 resulted in approvals. Five contacts resulted in denials, and four contacts did not have clear outcomes when the project ended. The BOCES counselors initiated and assisted the students with 29 of the contacts. Out of these 29 contacts, there were 23 approvals, five denials, and one case where the outcome was unclear. Of the remaining three contacts that were made without the assistance of the BOCES counselor, all three had no clear outcome.

Regarding the average number of days it took for a decision from the agency, the 23 approvals came within an average of 33 days. The five denials came within an average of four days.

Of the 21 students enrolled in the program, agency contact was made for seventeen of them. The four students who did not need agency contacts were provided tuition through other sources (three students had tuition paid by their family, and one was funded by a school district).

4. Occupational Employability and Skills Training -(Objective 4)

All educational components were completely individualized to allow participants to progress at their own pace. Each participant's program was based on their Career Support Plan goals and strategies. Training included:

Occupational Education Program: Each participant entered classroom training in an occupational area that was identified cooperatively by the participant and project staff. Students were enrolled in the following programs: auto body (2), architecture/drafting (1), carpentry (1),

commercial photography (3), commercial printing (2), clerk typist (2), dental lab. (2), food preparation (2), plumbing (1), machine shop (2), welding (2). Nine students were enrolled in half day programs and 12 in full day programs.

Instruction was individualized with a careful balance of theory and practical application. The curriculum content of each course was organized around a series of modules. The modular curriculum design permitted participants to begin a course at any time and proceed at their own pace. Each participant had a complete evaluation before ascending to the next skill plateau.

For students in this program, the instructor assessed each student's skills at the beginning of the program and on an ongoing basis. The students also rated themselves and both ratings and discrepancies were discussed with the counselors. At the end of the year, instructors gave an overall skill rating (see Appendix G); participants skill ratings compared to two comparison groups are presented in the summative evaluation (Section III).

Life Skills and Employability Training: In addition to the Life Skills and Employability Training that is included in all BOCES occupational education programs, special group sessions were given to project participants. The Life Skills sessions were designed to help participants acquire coping skills and to improve their decision-making and problem-solving skills. Employability sessions included completing resumes and job applications, video taping of mock job interviews, and individual counseling and role playing in preparation for actual job interviews.

5. Follow-up Support - (Objective 5)

Project staff provided advocacy, support and referral to aid participants with their transition from a BOCES vocational program to advanced training or employment. Contacts were made with potential employers, and staff

advocated, gave recommendations, and arranged job interviews for the eight participants who had completed their training. Six of the eight participants who completed training found employment. Project staff also assisted the ten participants who are planning to return to BOCES in the fall with job placement in part-time or summer jobs and with securing financial assistance and other planning necessary for continuing their vocational training. Follow-up contacts were made with both participants and employers.

C. PROJECT MANAGEMENT, STAFF, AND FACILITIES

This project was administered by the BOCES Division of Occupational Education. Figure 4 is an organization chart of the O.E. Division. A project organization chart is shown in Figure 5. Project staff consisted of a counselor, a sign language interpreter aid and a special education aid. The counselor was responsible for administering the entire project and reported to Mr. Vincent LaSala, Associate Administrator to Mr. James Wilde, Supervisor for Support Services. Curriculum support and technical assistance for implementation of the project objectives was provided by Mr. Aaron Schaeffer, Executive Administrator of Curriculum and Grants, and his staff. Mr. Schaeffer was also responsible for overseeing the evaluation of the project, in conjunction with the BOCES Office of Institutional Planning and Research, which is responsible for the evaluation of all federally funded projects.

Staff Responsibilities: The counselor's responsibilities included:

- Providing administrative supervision and coordination of all project personnel, project activities and support services
- Development of instructional and support strategies to meet the needs of handicapped adults in vocational training programs
- Preparation and dissemination of information about the project to potential applicants and appropriate agencies
- Assessment of all project applicants
- Development of a Career Support Plan for each participant

- Personal and career counseling
- Establishing peer support groups
- Advocacy and support in dealing with government and community organizations, BOCES instructors and potential employers
- Support in dealing with problems related to finance, transportation, child care, career planning, job seeking and other related areas
- Identifying and implementing support services to overcome problems related to the individuals handicap
- Maintaining information on services that are available to the handicapped, informing participants about these services and making referrals, when appropriate

The interpretor aide was primarily responsible for providing services to the hearing-impaired/deaf participants and a special education aide was responsible for providing services to participants having handicaps other than hearing-impaired. Responsibilities included:

- Assisting in the assessment of project applicants and the development of individual career support plans
- Assisting with group counseling sessions including life skills training, employability training and social skills training
- Assisting in preparing and copying materials and information needed
- Responsibility for the case management of handicapped students, providing needed support as identified by the counselor and O.E. instructors and other services including:
  - Keeping record of attendance
  - Preparing modifications in instructional materials
  - Interpreting, language facilitator
  - Tutoring and remedial assistance
  - Act as liaison between O.E. instructors and handicapped students
  - Assisting in skill appraisal and student evaluations
  - Other assistance as required by individual participants
- Supporting the handicapped student by utilizing all BOCES instructional resources
- Carrying out additional duties and assignments as directed by the counselor

Figure 4

Appendix A. Organization
Reporting Structure - Division Management Coordination

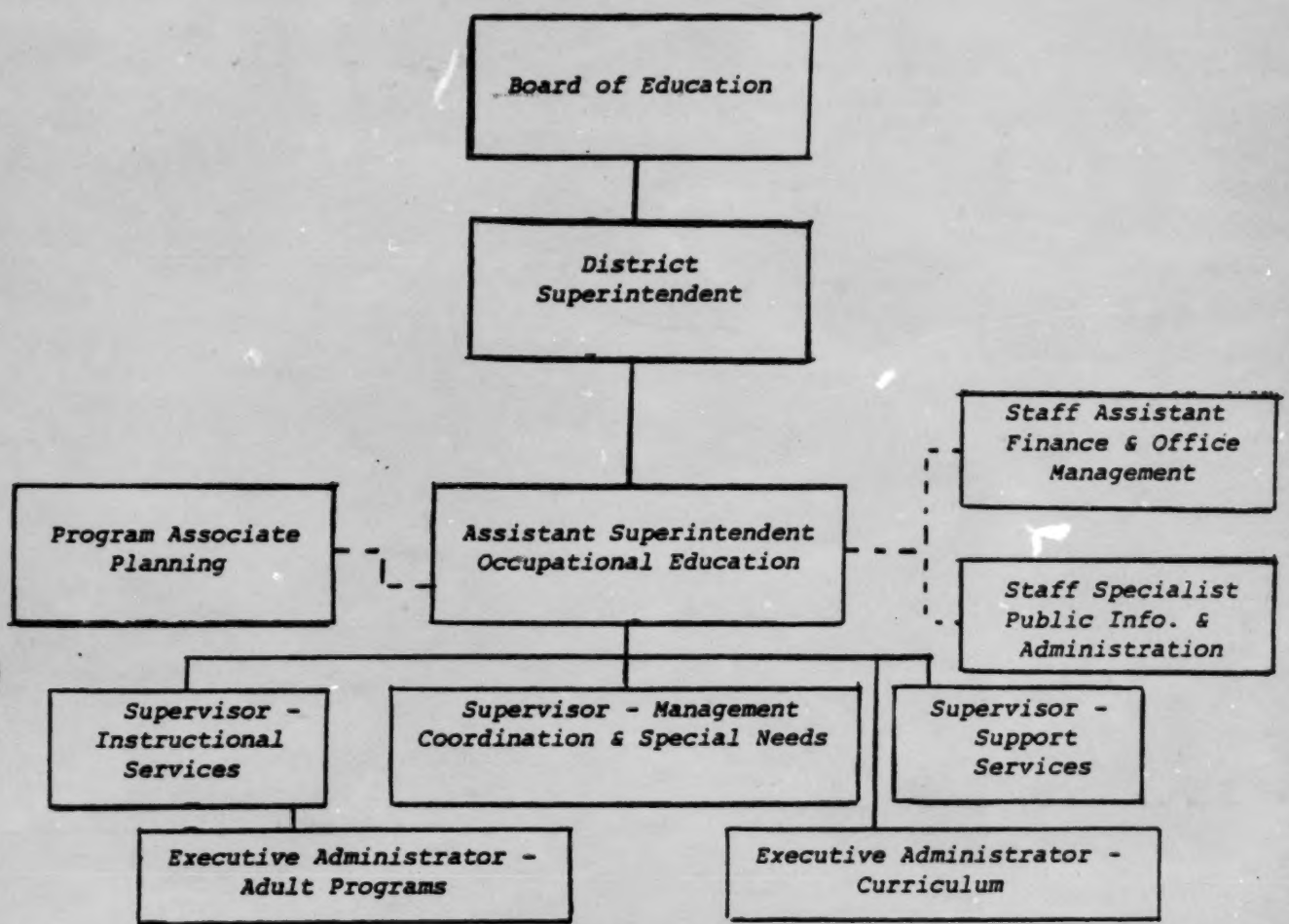
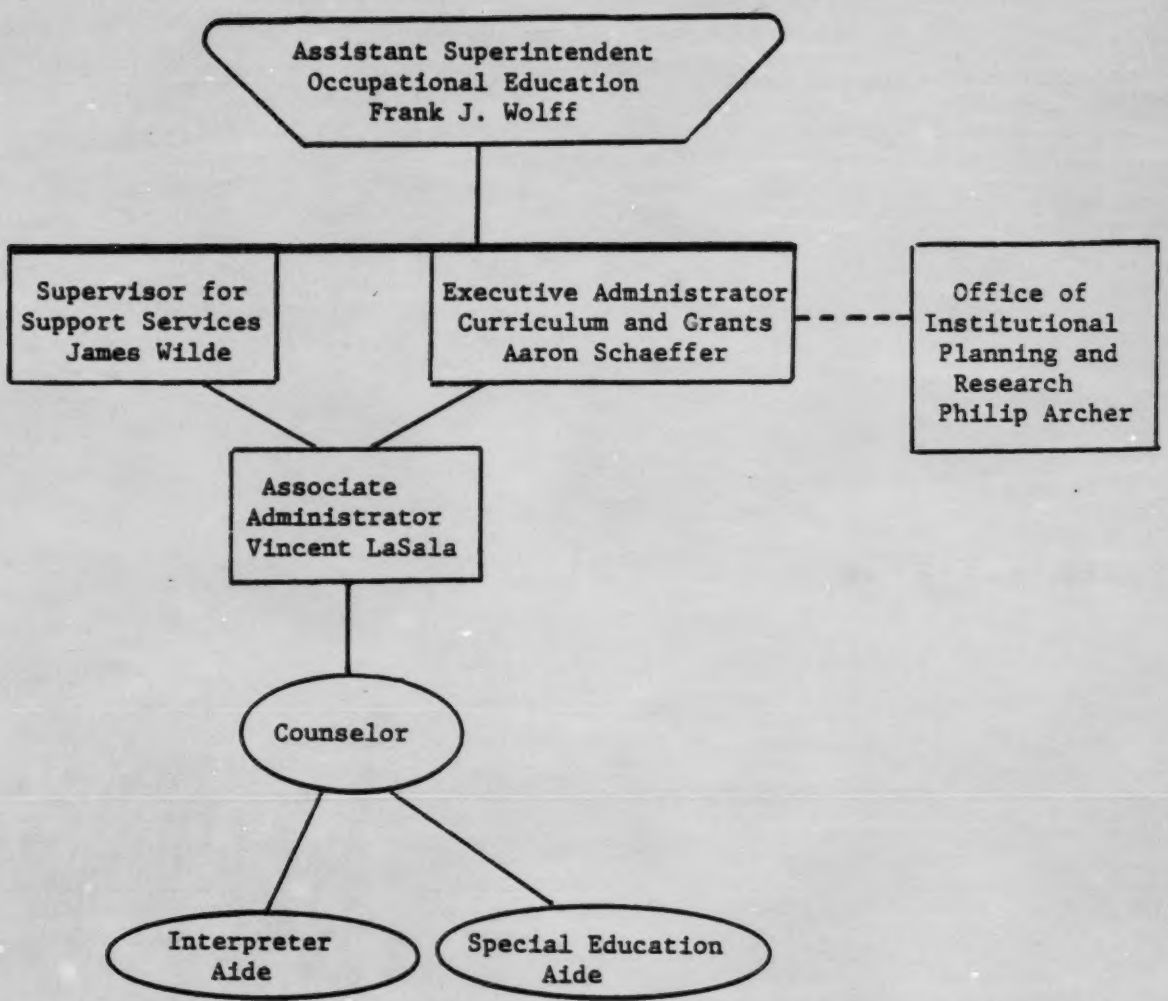

Board of Education
District Superintendent
Staff Assistant Finance & Office Management
Program Associate Planning
Assistant Superintendent Occupational Education
Staff Specialist Public Info. & Administration
Supervisor - Instructional Services
Supervisor - Management Coordination & Special Needs
Supervisor - Support Services
Executive Administrator - Adult Programs
Executive Administrator - Curriculum

Figure 5

PROJECT ORGANIZATION CHART



All staff were highly qualified for their positions. The counselor had an M.S. degree in Guidance and Counseling, certification as a school counselor, and five year's experience in counseling. The special education aide had a B.S. degree with a major in social work, and five year's experience working with special populations; the interpreter aide had majored in American Sign Language at a community college and had six year's experience as an interpreter. The high qualifications of the staff should be kept in mind by anyone planning on replicating this project.

Facilities: The project staff were housed in the County Center, the occupational education center of Nassau County BOCES, Westbury, New York. All office facilities were made available to the project. The project also had available to it any and all facilities of Nassau BOCES, such as: the Data Processing Center, the Nassau Educational Resource Center, and other related facilities. Participants attended a BOCES vocational training program at one of our four centers; all were convenient to public transportation and suitable for use by the handicapped.

IV. SUMMATIVE EVALUATION

The summative evaluation utilized an ex post facto comparison group design to determine the success of the project's objectives by comparing project participants (Group I) to two other groups, a handicapped comparison group (Group II) and a nonhandicapped comparison group (Group III) on the following criteria: class attendance, class skills appraisals, drop-out vs. completion and/or continuing education rates, success rates in obtaining employment following BOCES training, and employers' ratings of program participants.

A. SELECTION OF THREE COMPARISON GROUPS

Originally, it was planned to have four comparison groups; it was proposed that 40 to 75 handicapped adults be assessed until forty were found appropriate for placement in an BOCES occupational education classroom training program. These forty were then to be divided into two groups: one group, project participants, would receive support and advocacy services in addition to assessment and appropriate placement; the other group would receive assessment and appropriate placement only. A third group of handicapped adults and a fourth group of nonhandicapped adults were to be drawn randomly from the adult student body.

A total of 57 handicapped postsecondary adult applicants were identified and assessed by the program staff. However, of these 57 applicants only 21 were deemed appropriate for placement in the BOCES occupational education classes. This group was designated as Group I project participants, as there were insufficient numbers for two groups.

Twenty-two other applicants were deemed most appropriate for placement in the BOCES Special Needs Industry-Based Program which focuses on placement of clients in actual jobs with on-the-job training and appropriate client support for success in the job. The staff is oriented to look for the client's strengths and job potential, as well as to provide ongoing evaluation, training, careful placement and support for as long as is needed. Therefore, it was felt by the evaluator that since these clients had been assessed and also had received ongoing support and advocacy in an employment setting, they were

not an appropriate comparison group for evaluation purposes. The 14 other applicants who were assessed were referred outside of BOCES programs and therefore were not appropriate for use as a comparison group.

The handicapped comparison group, Group II, consisted of 16 postsecondary students who were identified by BOCES instructors and counselors as the only adult students enrolled in BOCES occupational education programs considered to be handicapped. Therefore, Group II is representative of the current experience of handicapped postsecondary students at Nassau BOCES. Group II was formed for the purpose of comparing what handicapped postsecondary students currently receive in BOCES vocational programs with participants in this model project (Group I).

A third group of 22 postsecondary students was randomly selected from students who were enrolled in Nassau BOCES vocational education programs and who were considered to be nonhandicapped by their vocational instructors. Group III,a nonhandicapped comparison group, was formed for purposes of comparative evaluation and is representative of the current experience of nonhandicapped postsecondary students at Nassau BOCES.

Figure 6, on the following page, outlines these three treatment groups.

B. DEMOGRAPHIC AND PROGRAM INFORMATION FOR COMPARISON GROUPS

A summary of all demographic data on the three comparison groups is presented in Table 1. As shown, participants in Group I had a younger age mean, a slightly younger age median and smaller age range than the comparison groups. The three groups did not differ much in regard to sex, education level (last grade completed and graduation), marital status, or veteran status.

Regarding employment, Group I handicapped participants did have more job experience and more skilled employment than either comparison group; Group I and Group III had more job experience than Group II. Group I also differed

FIGURE 6

EX POST FACTO COMPARISION GROUP DESIGN WITH THREE GROUPS

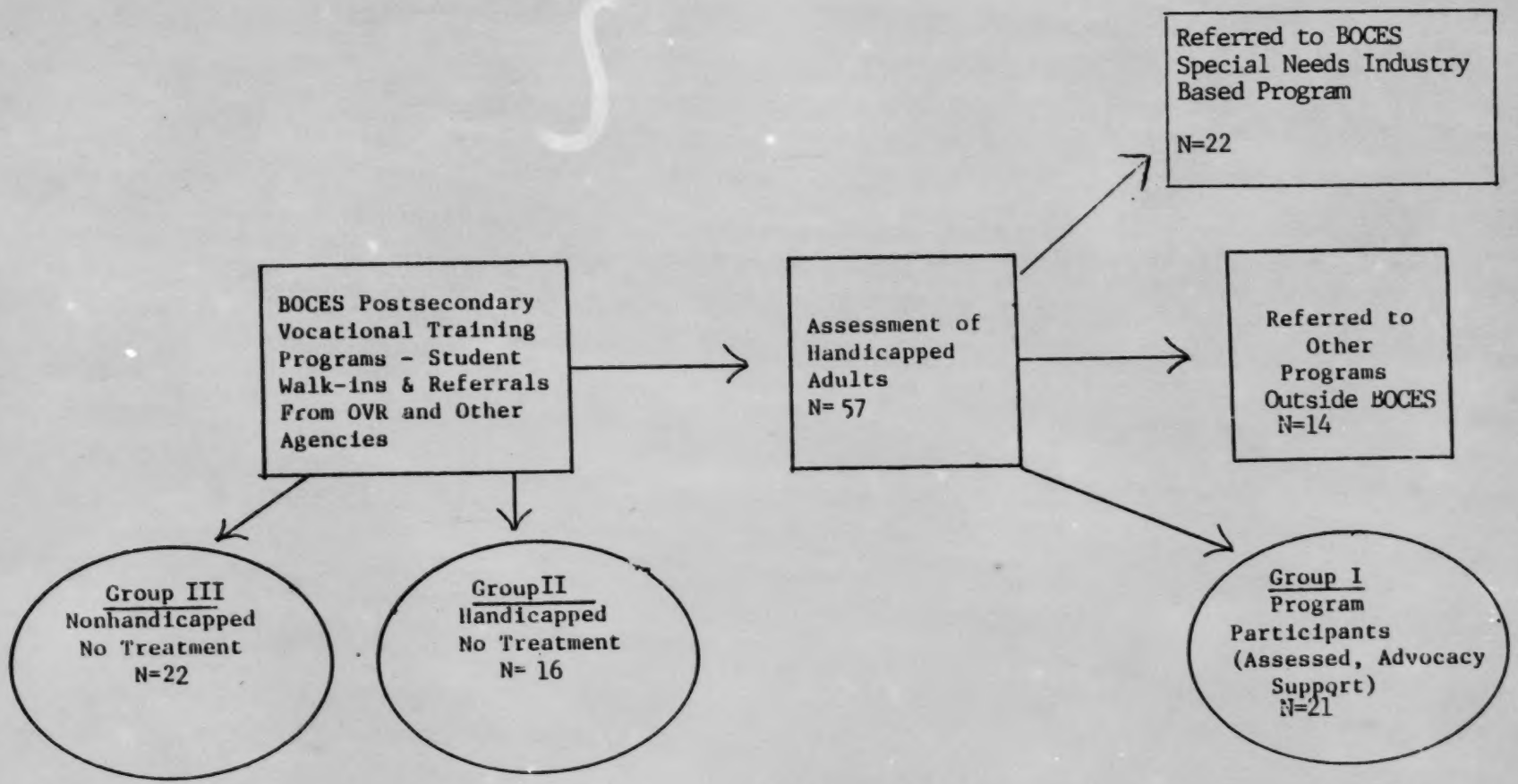


TABLE 1: DEMOGRAPHIC DATA

Topic	Categories	Group I Handicapped Participants (N=21)	Group II Handicapped Comparison (N=16)	Group III Nonhandicapped Comparison (N=22)
Age	Age Range	17-40	17-62	16-56
	Age Mean	24	33	31
	Age Median	23	27	29
Sex	Male	17	12	17
	Female	4	4	5
Marital Status	Single	16	12	15
	Married	5	2	5
	Divorced/Widow	0	2	2
Type of Handicap	Hearing Impaired	2	0	No Handicaps
	Deaf	4	0	
	Mentally Retarded	3	0	
	Emotionally Disturbed	7	10	
	Learning Disabled	2	6	
	Other	3	0	
Education - Last Grade Completed	Average	12th	12th	11,5
	Range	10th - 14th (2 yrs. college)	12th - 14th	10th - 16th (4 yrs. college)
	Median	12th	12th	12th
Education - Graduation	No Graduation	4	4	6
	Graduated - High School	17	12	15
	College	0	0	1
Previous Employment	Yes	17	6	17
	No	4	10	6
Type of Employment	Skilled	8	1	5
	Semi-skilled/unskilled	9	5	12
Veteran	Yes	0	2	3
	No	21	14	19

from Group II in types of handicapping conditions. As shown in Table 1, Group I had several different types of handicapping conditions (hearing impaired/deaf (6), mentally retarded (3), emotionally disturbed (7), learning disabled (2), and three in the other category referring to cases of Tourette syndrome, epilepsy, and spina bifida. Group II had only two types of handicapping conditions - emotionally disturbed (10) and learning disabled (6).

Table 2 presents a summary of occupational education program data for the three comparison groups including date of entrance, date of completion, months attended, daily time attended, type of occupational course, attendance record, skill ratings and outcome regarding completion, continuing training, or termination.

As shown in Table 2, Group I participants did enter and complete occupational programs later in the year than both comparison groups. Even though there is a BOCES policy of open enrollment, it appears that people think of school as starting in September and very few enter after that time. Therefore, the program was at a disadvantage in seeking new students after September 1st, when the project began. The individual assessment process and seeking tuition assistance for those who could not attend without financial aid further delayed the entry date for project participants.

Date of entry did not seem to affect length of time in a program; the average months attended were the same for Groups I and II (four months) and one month longer for Group III. All occupational programs end in late June and resume in September, so the maximum months a student could attend was from date of entry to the end of June.

Over 40% of Group I attended half days, compared to 12% of Group II and 9% of Group III. In some cases this was the result of counseling handicapped students not to overextend themselves physically or emotionally with a full day program and in other cases was due to other time commitments such as therapy.

The groups were somewhat different regarding types of occupational courses. Group III students were enrolled in three different programs, Group II students were enrolled in six different programs, and Group I students were enrolled in eight different programs.

TABLE 2: OCCUPATIONAL EDUCATION PROGRAM DATA

Topic	Categories	Group I Handicapped Participants (N=21)	Group II Handicapped Comparison (N=16)	Group III Nonhandicapped Comparison (N=22)
Date of Entrance	Range Median	11/81 - 3/82 2/82	9/81 - 1/82 9/81	9/81 - 1/82 11/81
Date of Completion	Range Median	3/82 - 6/82 6/82	2/82 - 5/82 2/82	1/82 - 6/82 4/82
Months Attended	Average Months Range Median	4 months 1-7 Months 4 months	4 months 1-10 Months 4.5 months	5 months 4-9 Months 5 months
Daily Time Attended	Half Day Full Day	9 (43%) 12 (57%)	2 (12%) 14 (88%)	2 (9%) 20 (91%)
Type of Course	Automotive Construction Trades Commercial Food Commerical Photography/ Printing Health Services Machine and Metal Clerk Typist Air Conditioning Adult Basic Education	2 3 2 5 2 4 2 0 1	3 0 2 0 3 1 2 3 0	3 0 0 0 6 13 0 0 0
*Attendance Record	Unsatisfactory Satisfactory	6 (29%) 15 (71%)	8 (67%) 4 (33%)	7 (32%) 15 (68%)
*Skill Ratings	Unsatisfactory Satisfactory	5 (24%) 16 (76%)	7 (58%) 5 (42%)	2 (9%) 20 (91%)
*Outcome	Completed Continuing Terminated	8 (38%) 10 (48%) 3 (14%)	4 (25%) 3 (19%) 9 (56%)	20 (91%) 0 (0%) 2 (9%)

*Statistical tests of significance are presented in Section IV.

Group I and Group III had a better attendance record and better skill ratings than Group II. Almost all of the students in Group III completed their programs compared to 38% of Group I and 25% of Group II. Almost half of Group I plans on continuing their training this fall compared to only a fifth of Group II. Over half of Group II students dropped out compared to only 14% of Group I and 9% of Group III.

C. STATISTICAL AND EDUCATIONAL SIGNIFICANCE OF OUTCOME DATA

To determine the success of the project's objectives, handicapped project participants (Group I) were compared to two other groups, a handicapped comparison group (Group II) and a nonhandicapped comparison group (Group III) on the following criteria: class skills appraisals, class attendance, dropout vs. completion and/or continuing education rates, success rates in obtaining employment following BOCES training, and employers' ratings of program participants.

As described in the original proposal, the project objectives will be considered to have been attained if the comparative differential between Group I (assessed, advocacy and support) and Group II (Handicapped - no treatment) is statistically significant and educationally significant. For this evaluation, educationally significant is defined as greater than 20% on the above criteria. It was also expected that participation in the program would reduce performance barriers to the handicapped and that the comparative differential between project participants, Group I, and nonhandicapped BOCES adults, Group III, would not be educationally significant or greater than 20%. Results for each of the criteria variables are presented below, as well as evidence of statistical and educational significance.

Table 3 depicts the actual frequencies (and percents) of instructors' ratings of student skills in occupational programs for Groups I, II and III. Instructors rated students as either unsatisfactory or satisfactory to exceptionally good. Table 3 also shows in the upper left hand corner the number of students who might be expected to have been rated either

unsatisfactory or satisfactory to exceptionally good in each of the three groups. The expected frequencies were computed in order to ascertain the chi-square statistic. The size of X^2 reflects the magnitude of the discrepancy between the actual and the expected values in each of the cells. In this case, $X^2 = 16.0$ is significantly beyond the .01 level. Therefore, the groups differ significantly regarding supervisory skill ratings. Moreover, it appears that the nonhandicapped Group III and the handicapped Group I, receiving support and advocacy, were rated significantly better regarding skill proficiency than the handicapped Group II not receiving support and advocacy services.

TABLE 3

STUDENT SKILLS AS RATED BY INSTRUCTORS

	* Group I Handicapped Participants (N=21)	Group II Handicapped Comparison (N=16)	Group III Nonhandicapped Comparison (N=22)	Total
Unsatisfactory	5.3	3.1	5.6	
	5 (24%)	7 (58%)	2 (9%)	14
Satisfactory or Better	15.6	8.4	16.4	
	16 (76%)	5 (42%)	20 (91%)	41
TOTAL	21	12*	22	55

* Data was missing for four of the Group II subjects.
df = 2 $X^2 = 16.0$ $p < .001$

In terms of educational significance, Group I had skill ratings which were 34% greater than Group II and 15% less than the nonhandicapped Group III. By our definition, a difference of 20% would be educationally significant. Therefore, as predicted, participants in the program (Group I) had skill ratings that were educationally significantly better than the handicapped comparison group (II) and ratings that were not significantly different than the nonhandicapped comparison group (III).

Table 4 depicts the actual frequencies (and percents) of instructors' ratings of student attendance for Groups I, II and III. Instructors' rated students as either unsatisfactory (more than 10 absences) or satisfactory to exceptionally good (0-9 absences) . Table 3 also shows in the upper left hand corner the number of students who might be expected to have been rated either unsatisfactory or satisfactory to exceptionally good in each of the three groups. Again, the expected frequencies were computed in order to ascertain the chi-square statistic; in this case X^2=5.25 which is not significantly beyond the .05 level. Therefore, the differences between the groups were not statistically significant regarding attendance ratings but they approached significance ($p < .10$).

TABLE 4
ATTENDANCE RECORD

	Group I Handicapped Participants (N=21)	Group II Handicapped Comparison (N=16)	Group III Nonhandicapped Comparison (N=22)	Total
Unsatisfactory	8.0 | 6 (29%)	4.6 | 8 (67%)	8.4 | 7 (32%)	21
Satisfactory or Better	13.0 | 15 (71%)	7.4 | 4 (33%)	13.6 | 15 (68%)	34
TOTAL	21	12*	22	55

* Data was missing for four of the 16 participants in Group II.
df=2 X^2=5.25 $.05 < p < .10$

However, the differences between groups were educationally significant. Participants in Group I who received support and advocacy services had better attendance ratings than either of the comparison groups. Group I had 71% with satisfactory or better attendance compared to only 33% of those in Group II or an educationally significant difference of 38%. Also Group I participants and Group III, the nonhandicapped group, did not have an educationally significant difference regarding attendance; in fact Group I had a slightly better attendance record (71% vs. 68% or 3% difference).

Table 5 depicts the actual frequencies (and percents) of students' completion/continuing education rates versus termination/dropout rates for Groups I, II and III. Table 5 again records in the upper left-hand corner the number of students who might be expected to have completed or to be continuing education as well as those who might be expected to have terminated or dropped out of the program. Again, the expected frequencies were computed in order to ascertain the chi-square statistic; for this case, $X^2 = 11.71$ which is significantly beyond the .01 level. Therefore, the differences between groups were statistically significant regarding completion/continuing education status versus termination/dropout status. Moreover, the nonhandicapped Group III and the handicapped Group I, receiving support and advocacy services, had more students who completed programs or would be continuing their education than Group II, the handicapped who did not receive program services. Furthermore, Groups III and I had fewer students who terminated or dropped out of the program as compared to Group II.

TABLE 5

DROPOUT RATE

	Group I Handicapped Participants (N=21)	Group II Handicapped Comparison (N=16)	Group III Nonhandicapped Comparison (N=22)	Total
Completion or Continuing Education	16.0 8 (38%) 10 (48%) 18 (86%)	12.2 4 (25%) 3 (19%) 7 (44%)	16.8 20 (91%) 0 (0%) 20 (91%)	45
Terminated/Dropped Out	5.0 3 (14%)	3.8 9 (56%)	5.2 2 (9%)	14
TOTAL	21	16	22	59

df=2 $X^2 = 11.71$ $p < .01$

Regarding educational significance, Group I had significantly more who completed programs or were continuing their education than Group II (86% vs. 44% or an educationally significant difference of 42%) for these combined categories. Looked at separately, Group I did not differ significantly from Group II regarding completion (38% vs. 25% or a difference of 13%) but did differ significantly regarding continuing education (48% vs. 19% or a difference of 29%). Also the difference between Group I and Group II regarding termination or drop out rate was educationally significant with Group I having fewer terminations (14% vs. 56% or a difference of 42%). Regarding the differences between Group I and the nonhandicapped Group III, the difference was not educationally significant when completion and continuing education were combined (86% vs. 91% or a difference of 5%). However, Group III did have significantly more completers than Group I (91% vs. 38% or a difference of 53%). As discussed before regarding demographic and program data differences (Tables 1 and 2), Group I had later entry dates and a higher proportion in half day programs than Group III or II; this may have contributed to a higher continuation rate.

Lastly, Table 6 depicts the actual frequencies (and percents) of those students who had completed their program and who were either employed or unemployed upon graduation. Table 6 again records in the upper left hand corner the number of students who might be expected to have been employed or unemployed upon completion. Again the expected frequencies were computed in order to ascertain the chi square statistic. In this case, X^2 could not be computed since more than 20% of the cells had expected frequencies of less than 5 (Cochran, 1954).[1] Therefore, it was not possible to determine if the differences between groups were statistically significant.

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[1] W.G. Cochran, "Some methods for strengthening the common X^2 tests." Biometrics, 10, 417-451.

TABLE 6

EMPLOYMENT OF STUDENTS (WHO COMPLETED TRAINING)

	Group I Handicapped Participants (N=21)	Group II Handicapped Comparison (N=16)	Group III Nonhandicapped Comparison (N=22)	Total
Employed (% of those who completed program	6.0 6 (75%)	3.0 0 (0%)	15 18 (90%)	24
Unemployed (% of those who completed program)	2 2 (25%)	1 4 (100%)	5 2 (10%)	8
TOTAL	8	4	20	32

X^2 cannot be computed since more than 20% of the cells have expected frequencies of less than 5 (Cochran, 1954).[1]

Regarding educational significance, Group I had more students who were employed than Group II (75% vs. 0% or an educationally significant difference of 75%). Furthermore, the difference in percent employed for Groups I and III was not educationally significant (75% vs. 90% or 15% difference).

Regarding employers' ratings of the three groups, only those who completed their training programs and were employed could be rated. As shown in Table 6, Group I had six participants who were employed immediately following training, Group II had none who were employed and Group III had 18. Moreover, not all of these were still employed at follow-up and some employers did not respond to the request for ratings or could not be reached. Therefore, the number of employer ratings received were only three for Group I and eight for Group III. These numbers were insufficient for statistical analysis and are therefore summarized in the narrative below.

[1] W.G. Cochran, "Some methods for strengthening the common X^2 tests," Biometrics, 10, 417-451.

The evaluators attempted to contact all employers by mail or phone at approximately one month after employment began. Due to some difficulties in obtaining information, the employers' ratings were obtained between one month and seven months after the date of employment. Employers were asked to respond to the Employer Survey Questionnaire (Appendix H) and rate student employees on such things as appropriate job behaviors, relationship with coworkers, and quality and quantity of production.

For Group I, of the six who were employed immediately following their training, two were no longer employed and one employer did not respond. Of the three responses, two employees worked satisfactorily with most workers and generally cooperated with the supervisor. One showed less ability to relate to others and had some difficulty in being cooperative. All three were courteous to peers and others.

Two had the ability to accept responsibility, show some initiative and make good decisions. One was reluctant to accept responsiblity and needed a normal amount of supervision in order to complete assignments. All three had excellent self-control and were able to follow safety rules at all times.

The three employees had average training for the occupational field and two were able to adjust to new assignments and communicate well verbally. Only one experienced some difficulty in this area. All were punctual in their attendance and notification of absences.

For the short period of time the student employees were on the job, two met both quality and quantity of production most times while one did upon occasion. Two held semi-skilled jobs and one was a skilled employee.

One had been employed one to three months at the time of the rating and two had been employed four to six months.

For Group II, there were no students employed so no follow-up was possible of the handicapped comparison group.

For Group III, the nonhandicapped comparison group, there were a total of eight employer responses. The majority of student employees had a good relationsip with other workers on the job, cooperated with the supervisor, were courteous and readily accepted some responsibility. Most showed some initiative, sound judgment and exercised self-control.

The majority also made a good appearance, were able to follow safety rules, could adjust to new assignments and had satisfactory verbal communication skills. Only one displayed little or no interest for training or potential while most manifested average interest. Almost all the student employees had good attendance, notified employers of absence or lateness, and met the standards for quality and quantity of production.

Five employees were doing skilled employment while three were semi-skilled (nurse assisting).

D. SUMMARY AND DISCUSSION OF THE RESULTS

The summative evaluation utilized an ex post facto comparison group design which means that the three groups were not drawn randomly from the same population. Group I, handicapped program participants, was drawn from referrals and walk-ins in response to announcements about the model program. Group II, the handicapped comparison group, was identified by BOCES instructors and counselors as the only adult students enrolled in BOCES occupational education programs considered to be handicapped. Group III, the nonhandicapped comparison group, was drawn randomly from the remaining students enrolled in occupational education programs.

The three comparison groups did differ some regarding demographic and program data which may have had some bearing on the results. Group I participants differed from both comparison groups in that they were somewhat younger, had more job experience and more skilled employment; Group I and Group III had considerably more job experience than Group II. Group I also differed from Group II in having more types of handicapping conditions. The groups did not differ much regarding sex, education level, marital status or veteran status.

Regarding occupational education program data, certain of the data appears to be different for Group I in comparison to Groups II and III. More specifically, the median entry date for Group I participants (2/82) was five months later than Group II (9/81) and three months later than Group III (11/81). Also over 40% of Group I were attending half days compared to only about 10% of the comparison groups. Since all programs ended in late June, Group I program participants had less time to complete programs which probably contributed to the large number of Group I participants (48%) who chose to continue vocational training programs this fall compared to about a fifth of Group II and none in Group III. It is also possible that half day attendance was less taxing for handicapped adults and may have contributed to higher rates of continuing education and lower dropout rates.

It was expected that Group I would differ significantly from Group II, the handicapped comparison group and not differ significantly from Group III, the nonhandicapped group. Regarding statistical significance between groups on the criteria variables, the groups differed significantly regarding BOCES instructors' skill ratings and regarding dropout rate versus course completion or continuing training (both significant at the .01 level). It appears Group I project participants and Group III, the nonhandicapped group, performed significantly better regarding skills and were significantly less likely to drop out than Group II, the handicapped comparison group.

Differences between the groups regarding attendance were not statistically significant at the .05 level but approached significance ($p < .10$). Regarding employment of students and employers' ratings, it was not possible to determine if differences between groups were statistically significant because of small frequencies.

For this evaluation educationally significant was defined as greater than 20% on the outcome criteria. It was expected that Group I, handicapped participants who received assessment, support and advocacy, would perform significantly better (greater than 20%) than Group II, the handicapped

group receiving no special services. It was also expected that participation in the program would reduce performance barriers to the handicapped and that the comparative differential between project participants, Group I, and nonhandicapped BOCES adults, Group III, would not be greater than 20%.

Regarding the outcome criteria, as predicted the differences between Group I and Group II were educationally significant regarding program criteria instructors' skill ratings (Group I was 34% higher), attendance ratings (Group I, 38% higher) dropout rate (Group I, 42% lower), completion/continuation rate combined (Group I, 42% higher). On employment criteria, Group I was 75% higher than Group II, a very significant difference.

Moreover, as predicted, the differences between Group I and Group III were not educationally significant regarding program criteria: instructors' skill ratings (Group III was 15% higher), attendance (Group I was 3% higher), dropout rate (Group III was 5% lower), completion and continuing education combined (Group III, 5% higher). Regarding employment based on the percent of those who completed the program, Group III had a 15% higher rate of employment which is not an educationally significant difference.

However, the total employment rate of Group I will not be certain until the outcome is clear regarding those who are continuing their training this year. Based on the follow-up, the employment outlook for Group I may not be as good as expected as two out of the six who were employed after training were employed at follow up. Abother factor that remains unclear is employers' ratings of Group I. Of the three ratings obtained for Group I, two were positive and one was not. All of the nonhandicapped in Group III received satisfactory ratings. No one in Group II was employed so no comparison regarding employers' ratings is possible with handicapped who did not receive support.

In a time of high unemployment, it may be very difficult for handicapped adults to obtain and maintain jobs in private industry. The type of handicapping condition may be a factor regarding employment or unemployment. Unfortunately, in this study, the two handicapped groups differed regarding types of handicaps; also the number with any one type of handicap was too small to allow for analysis by type of handicap.

In summary, Group III nonhandicapped adults were successful on all program criteria and employment criteria; Group II, handicapped adults receiving no project services, were unsuccessful on program and employment criteria; and Group I, project participants were successful on program criteria (skills, attendance, dropout rate) but outcome regarding employment is unclear at this time.

It is clear that handicapped adults receiving the project's support and advocacy services did significantly better on all program criteria and employment than handicapped adults who did not receive these services. Group II's high dropout rate (56%) and no employment rate provide additional evidence that handicapped adults are not likely to succeed in vocational training programs without support services. Moreover, project participants in Group I demonstrated that with assessment, support and advocacy they were able to approach the performance level of nonhandicapped adults on program criteria and to successfully complete or continue their training programs.

V CASE STUDIES

In this section, four successful case studies are presented to document the type and extent of individual support and advocacy services and the outcomes for these individuals. The richness and depth of the program can be conveyed far more clearly by reviewing it in human terms than by the statistical data. We will preserve the anonymity of the young men by referring to them simply as: Mr. Jones, Mr. Brown, Mr. Smith, and Mr. Davis.

Case Study #1 - Mr. Jones

Background: Mr. Jones registered with the support and advocacy program in 10/81 at the age of 38. His handicapping condition was deafness. He was married and in excellent general health, aside from his inability to hear.

Mr. Jones was a high school graduate, with a grammar school education at a special school for the deaf in his early childhood years. He had been employed in the printing field continuously for 17 years as a typesetter, thereby becoming familiar with all of the machinery used in printing. Mr. Jones had been unemployed for two years when he entered the support and advocacy program. His unemployment came about as a result of computerization within his job field. The printing industry simply did not have a further need for the people with his skills. Mr. Jones' inability to replace his job, combined with his deafness, enabled him to quality for social security disability benefits. What he really wanted though was to regain a place in his usual field of employment.

Different Kinds of Support and Advocacy Given Through the Program:

An entrance interview was held and a battery of aptitude tests was given. In 11/81, a staff interpreter for the deaf accompanied Mr. Jones to the OVR (Office of Vocational Rehabilitation) and the CETA (Comprehensive Employment Training Act) agencies to register for tuition grants.

Aid was not immediately forthcoming. A BOCES follow-up with OVR was conducted in 12/81. In 1/82, the BOCES program staff gave assessment counseling and career guidance to Mr. Jones. A staff interpreter worked with

him in reading and interpreting the Dictionary of Occupational Traits' descriptions of careers in the printing industry. The interpreter also took Mr. Jones on a tour of BOCES' offset printing training facilities and discussed the application of Mr. Jones' prior skills into new areas.

On 2/23/82, OVR began funding Mr. Jones for offset printing instruction at BOCES' South West Center. OVR and BOCES both provided interpreters for Mr. Jones for the duration of the training class. From 3/82 through 6/82, the offset printing instructor remained very enthusiastic about Mr. Jones' progress and prospects for job placement. Progress was extremely fast, with the personality profile and skills record each showing excellent results throughout the school term. An OVR interpreter assisted Mr. Jones at an "Employability Lab" in 6/82. The evaluation indicated that Mr. Jones was definitely employable in the offset printing field.

The offset printing instructor arranged for Mr. Jones to be interviewed by a printing company that had contacted the instructor for a recommendation. An OVR interpreter accompanied Mr. Jones to the job interview on 6/14/82. The interview was a success. Mr. Jones was hired to start work on 6/17/82.

Outcome: On 6/17/82, Mr. Jones became employed as a photo-stripper and camera-man. His interpreter services continued until 6/25/82. Mr. Jones' manager and foreman expressed satisfaction with his on the job performance. Mr. Jones and his BOCES counselor notified the social security district office of the change in Mr. Jones' employment status so that the disability benefits would be adjusted once Mr. Jones began receiving wages from the new job. As Mr. Jones' BOCES counselor said in summation: "...(his) performance has been textbook perfect. Interpreter support and advocacy merely broke the way for (Mr. Jones') own initiative. We advocated for refunding in 1982-83 school year; but with job placement, program is considered complete as of 6/25/82."

Case Study #2 - Mr. Brown

Background: Mr. Brown was first introduced to the "Support and Advocacy Program" on November 2, 1981. He was 24 years old at the time, single and unemployed for almost two years. Since his graduation from a public high school in June, 1976, Mr. Brown's only jobs had been with a metal and trimming company as a machine operator from January 1978 - May 1978 and as a mailroom clerk for the Nassau County Medical Center from August 1979 - November 1979. He had attempted to broaden his skill areas through assembly-line work at the Rehabilitation Institute of Mineola and through clerical training (typing, filing and mail handling) at another large hospital complex.

Mr. Brown had been afflicted since the age of seven with a disease known as Tourette syndrome. The condition has often been confused with Cerebral Palsy. It is a medical condition of a puzzling nature, highlighted by psychiatric symptoms which are interspersed with normal behavior. The four major symptoms are:

a) involuntary facial grimacing and twitching
b) gesturing with the hand and posturing
c) foul language and obsessional ideas (mostly in childhood);
d) marked personality changes.

Most of the victims of Tourette's syndrome have normal to high I.Q.'s; the usual course of treatment is a drug called Haldol.

Different Kinds of Support and Advocacy Given Throughout the Program:

The story of Mr. Brown's experience with the program has two separate parts. His first attempt in the program from November 2, 1981 through November 18, 1981 was unsuccessful because his efforts at finding a suitable training class was unproductive. He suffered very severe nervous reactions to the Keypunch class (11/3-11/4), Floral Design class (11/9), and Travel Services class (11/12, 11/16-11/18) at either the first session or within a few sessions. On November 18, 1981, Mr. Brown, his mother and the BOCES counselor met and decided that training was inappropriate at that point in time.

A far more successful attempt was made to place Mr. Brown in the Support and Advocacy Program three months later. In February, 1982, at an unscheduled session with the BOCES counselor, Mr. Brown expressed his desire to visit the program's Dental Lab class. A follow-up interview with the BOCES counselor and a visit to the Dental Lab class were scheduled for and conducted during that month. Mr. Brown began attending the Dental Lab class from this point on, with generally positive results.

On March 3, 1982, Mr. Brown's counselor had to provide some unscheduled aid to Mr. Brown, who had come into the counseling office distressed by what he thought was his slow progress. Mr. Brown was reassured that he was performing well for the short amount of time that he had been in the class. He was made to realize how hard he was being on himself and decided on his own that he would continue in the class.

At a March 11, 1982 follow-up, the BOCES counselor found Mr. Brown to be excited about being in the class. His outlook seemed to be very positive. However, further encouragement and intervention were needed on March 24, 1982. The BOCES counselor again had to explain to an anxious Mr. Brown that he was being too hard on himself so early into his training. After being told that the decision was his to make, Mr. Brown agreed to stay with the class and continue trying to progress at his own pace. The counselor informed Mr. Brown that BOCES would assist him in obtaining a job for the summer vacation. Good progress was made by Mr. Brown for the remaining three months of the school term.

Outcome: In May 1982 and June 1982, Employability Counseling Sessions were held for Mr. Brown and other members of the Dental Lab class. The topics covered in the sessions were: "Ways to Hold a Job," "Self-Concept and Employability," "Resume Writing," and "The Interview." At the final session (Employability Skills Review) on June 21, 1982, each student's summer plans and September, 1982 plans were discussed. It was decided to continue Mr. Brown in the Dental Lab class in September, 1982.

Funds for Mr. Brown's tuition in the September, 1981-June, 1982 school year had come from the CETA (Comprehensive Employment Training Act) Program. A request to the Office of Vocational Rehabilitation (OVR) for tuition assistance had not been met. The BOCES counselor submitted a letter in support of Mr. Brown to OVR in an attempt to secure him funds for tuition for the next school term beginning in September, 1982. There was uncertainty on the part of BOCES and OVR that funds would be available for Mr. Brown in September, 1982.

An especially poignent letter praising the Support and Advocacy Program was received from Mr. Brown's mother in June, 1982. In the letter, she noted that "...my son has achieved so much in the past few months. The teaching and directing...has made a new beginning and perhaps a solid future for one who has been lost so long...I implore you to do whatever you can to keep the quality teaching and directing that you have now so that those who are unfortunate can continue to gain and grow."

CASE STUDY #3 - MR. SMITH

Background: On November 5, 1981, Mr. Smith registered with the "Support and Advocacy Program". He was 21 years old at the time, single and recently unemployed. Afflicted with deafness, he had managed to progress past the high school level at schools for the deaf before advancing to two years of study at a vocational-technical college in New England. He completed his studies there in June 1981.

During his two years of college study, Mr. Smith attained some proficiency in the machine shop (lathe, milling machine, grinding machine, bandsaw) and with blueprinting. Since shortly before the age of 14, he had been working at various part-time jobs, each of which paid him the minimum wage. First, he worked for a year as a helper at a bakery, cleaning floors and washing utensils. Then he worked for a year and a half with a company that manufactured rat poison. Most recently, he had held a seasonal job for 4 consecutive years as a landscaper at the golf course of the Jones Beach State Park. The ending of that job, in October, 1981,brought him to the "Support and Advocacy Program".

Different Kinds of Support and Advocacy Given Throughout the Program: After spending the entire month of November 1981 giving Mr. Smith an extensive battery of aptitude tests and then reviewing the results, the staff was able to compile a Self-Evaluation Profile and an Occupational Proficiency Record on him. He entered the program, according to the counsellor's assessment, with only a "poor-fair" self-image. Academically, his performance was "poor."

It was decided that Mr. Smith needed remediation in math and vocabulary. Tuition assistance was filed for with the Office of Vocational Rehabilitation (OVR) on November 5, 1981 and approved on November 30, 1981. Therefore, on December 1, 1981, Mr. Smith began attending daily machine shop orientation and work sessions. The Staff Interpreter worked out the full training schedule with him on December 18, 1981, basic shop procedures, math and vocabulary. Through project advocacy efforts, OVR approved one of their own interpreters as a daily support service for Mr. Smith on December 7, 1981.

The basic shop procedures instruction continued through the first three months of 1982, with daily OVR interpreter support. The Staff Interpreter gave Mr. Smith tutorial sessions in vocabulary and math on a daily basis from January 6, 1982 - January 19, 1982, with a final tutorial on February 4, 1982. Weekly remediation in English and machine shop related math was given from February 6, 1982 - March 30, 1982. Good progress was shown by Mr. Smith throughout this period in the remedial sessions according to his instructors. His machine shop teacher on March 30, 1982, observed "marked improvement" in Mr. Smith's technical ability and commented that "industry would hold a place for him."

Mr. Smith continued to receive daily OVR interpreter support in his basic shop procedures classes throughout the month of April, 1982. Progress continued to be good. Also, his English and machine shop related math remediation continued on a weekly basis throughout the month and were said to have ... "greatly bolstered (his) self-confidence." On April 5,

1982, Mr. Smith was given an orientation for project employability sessions. Additional preparations were made for him to participate in the Employability Lab in May, 1982.

Outcome: Mr. Smith began participating in the employability sessions on May 6, 1982 with the session on "Ways to Hold a Job". On May 7, 1982, he was involved in a two-hour role playing interview to prepare for a possible interview at a machine shop tentatively scheduled for May 8, 1982. The interview was cancelled, but Mr. Smith continued to rehearse his interviewing techniques for the next few days to further enhance his skills. Active job exploration was undertaken on his behalf by the staff throughout the month of May, 1982.

The remaining Employability Sessions that Mr. Smith participated in went as follows: Self-Concept-Career Fantasy - 5/12, Resume Writing - 5/20, Employability Attitude - 5/27, and The Interviews , Applications plus a film "Three Men on an Interview" - 6/3.

A prospective employer agreed to interview Mr. Smith (through an interpreter) on May 28, 1982. The employer hired Mr. Smith on the spot! Although the job was to begin on June 1, 1982, transportation problems made it necessary for Mr. Smith to wait until June 7, 1982 to actually begin working. The BOCES staff arranged for the later starting date with the employer and also discussed with Mr. Smith's parents the problems of their son in getting to the new job without a car. This led to a resolution of the problem. His parents agreed, after several days of deliberations, to provide a car for their son to get back and forth to the new job.

At a post-placement contact with the employer on June 14, 1982, Mr. Smith's performance was rated as satisfactory. There was "no communication problem" and he was "very happy" with the job. Ten days later on June 24, 1982, a final contact with the personnel office revealed that the supervisor was "satisfied" and that Mr. Smith was "performing fine."

As the BOCES counselor said in summation about this particular case:... "Through remediation and support, his scholastic ability has improved and his function in machine shop technical areas have been brought up to operating level. (His) social interaction has opened and he now carries his weight in conversation. (Mr. Smith) has always been personable, but at the start exhibited a shyness that stunted his confidence. (The) training and placement have proved to be a classic success story."

Case Study #4 - Mr. Davis

Background: Mr. Davis applied for the Support and Advocacy Program in October, 1981. He had just attained the age of 20, was single and had been very briefly employed in 1979 as a photographer and as a secretarial trainee with the Traffic Signal Maintenance Department of Nassau County. The latter job lasted for just five weeks under a grant from the CETA (Comprehensive Employment Training Act) Program.

Mr. Davis had graduated from a special human resources high school in 1979 and had attended two semesters at the State University of New York at Farmingdale in the fall of 1979 and the spring of 1980. His handicap was a condition known as spina bifida. The condition was the result of a malformation of the spinal cord and the meninges due to a developmental defect in their closure. Frequent surgical corrections were required. The illness caused Mr. Davis to be paralyzed from the waist down, with incontinence of both the bowel and the bladder. A wheelchair enabled Mr. Davis to move about with considerable freedom. On his registration forms for the Support and Advocacy Program, Mr. Davis indicated that he was able to use photographic equipment, had successfully held one job in public relations photography, and wanted to continue to advance in the field of photography.

Different Kinds of Support and Advocacy Given Throughout The Program:

Although he underwent a series of aptitude tests on October 23, 1981 and on January 12, 1982, Mr. Davis did not actually start to participate in the Support and Advocacy Program until Febrary 5, 1982. Funding for him to attend the commercial photography class was arranged through the CETA Program. An inquiry was also made at the local Social Security Office on February 25, 1982, by Mr. Davis' BOCES counselor about how to apply for Mr. Davis to receive federal disability benefits under the Supplemental Security Income (SSI) Program.

From February 5, 1982 to May 28, 1982 Mr. Davis' performance in the commercial photography class was monitored twice per week by the BOCES project staff. An early record of Mr. Davis' progress after just three weeks in the commercial photography class showed him to be very interested in the subject and highly motivated. The instructor expressed enjoyment at having him in the class.

Similarly, Mr. Davis received very favorable comments from the instructor for this performance during the month of March, 1982. To that point, Mr. Davis had perfect attendance and was said to be "an asset to the program." On March 30, 1982, the BOCES counselor took Mr. Davis to the Social Security Office to apply for assistance under the SSI program.

In April, 1982, the classroom instructor continued to be very pleased with Mr. Davis' performance. Mr. Davis expressed the desire to return the following year (September, 1982) to complete a full-term (September, 1982 - June, 1983) in order to produce and compile a portfolio. At a Vocational Education fair that month, Mr. Davis represented BOCES by demonstrating and explaining aspects of the commerical photography program to the public. On April 26, 1982, he went back to the Social Security Office with his BOCES counselor, finished some remaining paperwork and was told that his SSI benefits had been approved. The first of his monthly checks was issued to him at the Social Security Office.

From April 27, 1982 - May 28, 1982, Mr. Davis participated in employability counseling. Topics covered in the sessions included: "Ways to Hold A Job," "Self-Concept and Employability," "Guided Career Fantasy," and "Applications." The conclusion reached by the BOCES staff at the end of these sessions was that Mr. Davis was bright, intelligent, and had great employability potential.

Outcome: Mr. Davis had to interrupt his participation in the Support and Advocacy Program after his May 28, 1982, class to undergo further spinal surgery early in June,1982. Results of the surgery were deemed successful and it was hoped that he could return to his classes in commercial photography at the start of the new school term in September, 1982. His BOCES counselor put in a request for funding with the Office of Vocational Rehabilitation (OVR) on June 25, 1982. It was hoped that Mr. Davis would be allowed to continue his work in the commercial photography class for September, 1982 - June, 1983 with the help of funds approved by OVR.

In summing up Mr. Davis' performance in the Support and Advocacy Program, his BOCES counselor said the following: "He came into the program sure of his choice and with an excellent self-image. He has maintained good spirits consistently enough throughout the program to need very little personal counseling. Most of his advocacy and support has come in the form of agency financial assistance. Despite (his) use of a wheelchair, he has overcome very well all obstacles in photo operations. He has demonstrated tremendous determination and appreciation for his participation in the program and its value for employment. The instructor is satisfied that employment is a real prospect for him."

VI CONCLUSIONS AND IMPLICATIONS

The purpose of the project's evaluation was two-fold: (1) to assess the implementation of the project's objectives (formative evaluation) and (2) to determine the effect of participating in the program, or the success of the project's objectives (summative evaluation).

The formative evaluation was implemented through a comprehensive documentation effort whereby staff recorded all aspects of program activities. This facet of the evaluation revealed that all five of the project's objectives were met through the implementation of varied program activities in each of the three project phases: I. Identification and Assessment, II. Support and Advocacy to Help Handicapped Adults Complete the Vocational Training Program, and III. Support and Advocacy to Facilitate Handicapped Adults' Transition to Advanced Training or Employment.

The summative evaluation utilized an ex post facto comparison group design to determine the success of the project's objectives by comparing project participants in Group I to two other groups, a handicapped comparison Group II and a nonhandicapped comparison Group III on the following criteria: class attendance, class skills appraisals, dropout vs. completion and/or continuing education rates, success rates in obtaining employment following BOCES training, and employers' ratings of program participants.

Results revealed that Group III nonhandicapped adults were successful on all program criteria and employment criteria; Group II, handicapped adults receiving no project services, were unsuccessful on program and employment criteria; and Group I, project participants were successful on program criteria (skills, attendance, dropout rate) but outcome regarding employment remains unclear at this time.

It is clear that handicapped adults receiving the project's support and advocacy services did significantly better on all program criteria and employment than handicapped adults who did not receive these services. Group II's high dropout rate and no employment rate provide additional evidence that

handicapped adults are not likely to succeed in vocational training programs without support services. Moreover, project participants in Group I demonstrated that with assessment, support and advocacy they were able to approach the performance level of nonhandicapped adults on program criteria and to successfully complete or continue their training programs.

Four case studies were presented to document the type and extent of individual support and advocacy services and the outcomes for these individuals. The richness and depth of the program is further conveyed through these case studies. More specifically, these case studies revealed how support and advocacy helped to keep students in the program when they were discouraged and also the varied positive outcomes of the program for each of these students.

IMPLICATIONS AND IMPACT

This model program has clearly demonstrated that assessment, support and advocacy will help handicapped adults to overcome barriers in obtaining postsecondary vocational training and employment.

A summary of this report with implications for BOCES programs will be disseminated extensively within BOCES to occupational education administrators, guidance counselors, teachers and aides. Also, the summary will be disseminated to other BOCES, appropriate agencies, and professional organizations.

Furthermore, we intend to submit a report to the Joint Dissemination Review Panel (JDRP) for acceptance of this project as a successful model program for handicapped adults. This would greatly enhance dissemination of the model and increase the impact of this program.

This project has already had an impact within BOCES. Since the model was one that added to and enhanced existing services, it will be possible to incorporate the model's concept into BOCES programs.

Though there will not be a separate project staff providing assessment, support and advocacy on behalf of handicapped adults, these services will be made available on an as needed basis by staff serving this adult

population. Two full-time counselors are assigned to serve the adult students with special focus on the handicapped and disadvantaged. Additionally, at each occupational education center, counselors are available to talk to people including walk-ins and agency referrals. Assessment is available at a nominal fee which is often paid for by the referral agency.

The project's advocacy with agencies serving the handicapped has increased communication between agencies on behalf of the handicapped. In addition, the model project has helped to increase awareness and sensitivity to the needs of the handicapped by counselors, teachers and administrators. It has been clearly established that handicapped adults need support services if they are to succeed in training programs.

Moreover, it is recommended that project staff, who are still employed at BOCES, give a workshop for BOCES staff serving the adult population to utilize this report and their experience to increase the impact of this model project.

The need for additional support and advocacy services for the handicapped in vocational training is not limited to Nassau County; it has been recognized by professional educators throughout the country. It is hoped, through our dissemination efforts, that this project will serve as a model to others offering services for the handicapped.

It is also hoped that other support programs, such as BOCES Special Needs - Industry Based Program which provides on-the-job training, support services and paid employment, will be developed and disseminated as well.

One last factor having serious implications is that almost all of the students who participated in this program had outside funding from OVR, CETA, SSI or DSS. Also, most of the adults in both comparison groups were sponsored by CETA or another agency. Therefore, funding for adult training and for the handicapped will have a definite impact on all programs and adults seeking vocational training.

APPENDIX A

PROFESSIONAL LOG OF SERVICES PERFORMED

BOARD OF COOPERATIVE EDUCATIONAL SERVICES OF NASSAU COUNTY
Division of Occupational Education

SUPPORT AND ADVOCACY FOR VOCATIONAL TRAINING
OF POSTSECONDARY HANDICAPPED ADULTS

SERVICES PERFORMED TODAY — DATE MARCH 31 1982 WEDNESDAY

HOURS	FOR.	IN RE:	DESCRIPTION OF SERVICES
8	00		Class observation - Clerk Typist
	15		STUDENT
	30		
	45		
9	00		CLASS OBSERVATION - COMMERCIAL
	15		FOODS CLASS
	30		
	45		[illegible]
10	00		[illegible]
	15		[illegible]
	30		
	45		
11	00		
	15		
	30		
	45		
12	00		[illegible]
	15		[illegible]
	30		
	45		
1	00		
	15		
	30		[illegible]
	45		[illegible]
2	00		
	15		
	30		
	45		
3	00		[illegible]
	15		[illegible]
	30		[illegible]
	45		
4	00		
	15		
	30		
	45		

APPENDIX B

CONTACT FORM RECORD OF SERVICES RENDERED TO EACH PARTICIPANT

SUPPORT & ADVOCACY

CONTACT FORM

DATE	TIME	ACTIVITY
6-23-82		Termination.
	[redacted]	came into program sure of his choice and with an excellent self-image. He has maintained good spirits consistently throughout the program & need very little personal counseling. Most of the advocacy and support has come in the form of agency financial assistance. [redacted] despite his use of a wheelchair has overcome very well all obstacles in physical operations. [redacted] has demonstrated tremendous determination and appreciation for his participation in program and it's value for employment. Instructor is satisfied that employment is a real prospect for [redacted].

APPENDIX C

REFERRAL FOR SUPPORT SERVICES FORM

BOARD OF COOPERATIVE EDUCATIONAL SERVICES OF NASSAU COUNTY

DIVISION OF OCCUPATIONAL EDUCATION

SUPPORT AND ADVOCACY FOR VOCATIONAL TRAINING

REFERRAL FOR SUPPORT SERVICES FORM

NAME _____

	Need / Objective	Date Established		Need / Objective	Date Established
1.			4.		
2.			5.		
3.			6.		

Service Provider 1	Service Provider 2	Service Provider 3
Address	Address	Address
Telephone Number	Telephone Number	Telephone Number
Contact Person	Contact Person	Contact Person

			SERVICE									Outcome						
			Procedure			Responsible Person						Task	Need			Client Satisfaction		
Need	Service Provider	Task	Personal	Telephone	Letter	Client	BOCES Couns.	BOCES Assist.	Established Date	Projected Date			Met	Not Met	Reason Given	yes	no	comment

APPENDIX D

BACKGROUND INFORMATION: INTAKE FORM

BOARD OF COOPERATIVE EDUCATIONAL SERVICES OF NASSAU COUNTY
Division of Occupational Education

SUPPORT AND ADVOCACY FOR VOCATIONAL TRAINING
OF POSTSECONDARY HANDICAPPED ADULTS

BACKGROUND INFORMATION

Name _____
Last First Initial

Address 1140 Rott Kamp St Valley Stream NY 11580

Social Security # 107-44-6853

Date 10/ /81

Date of birth 9/29/61 Height 5'3"

Marital status Single

No. of dependents 0

Hobbies, interests, memberships

Photography

Drivers license Yes ___ No ✓

Own car Yes ___ No ✓

Will you seek work in Nassau County? ✓
Suffolk County ___
New York City ___
Other ___

Are you seeking employment at the present time?
Yes ✓ No ___

Counselor Notes

CETA funding

All information supplied in this form and in interviews is confidential. It will not be shared without your written permission.

DOE-981 - 3

EDUCATION

Circle highest grade level completed.

7 8 9 10 11 12 13 14 15 16

	Name of School	Dates
Grammar School		
High School	Human Resources	79
College	SUNY FARMINGDALE	1979-80 ~~80-81~~
Other		

Best school courses Photography English

Worst school courses: Math Science

School courses that you wish you had taken but didn't

College major photography Grade point index

Special tests

Scores

Do you plan further education? Yes ✓ No

POSSIBLE PLANS

Trade School	✓ Day	Night
Short-term training	✓ Day	Night
On-the-job training	✓ Day	Night
2-year college	✓ Day	Night
4-year college	Day	Night

Would you like information on sources of financial aid? Yes ✓ No

Human Resources

Special Assignment (Photography). Took pictures of children setting up booths or in service. Candid. Took Eng, Soc. Studies, Geometry, biology, chemistry.

Farmingdale -

Developmental Studies Ind. math, bio, chem, English Ltd. Completed 2 semesters. Second sem. took pre-tech engineering. Needed the chem & math. Photographic tech.

DOE-981 - 3

EMPLOYMENT HISTORY (List mo. recent job first.)

Firm	Job Title	From	To	Salary	Reason for leaving
Human Resources	Photographer	1978	-79	A.C.	The job was temp.
Traf. Sig. Maint. (TRAFFIC SIG MAT of Nassau County)	apprentice tech	1979	-79	A.C.	Also Temporary

Any other work experience not mentioned? (part-time, temporary, volunteer)

Thru Octa was hired as secretarial trainee. Was put in to dept learned how traffic lights work, comp systems lighting, detectors under street. Had job for 5 weeks prior ended.

What are your feelings about your present job? _____

Have you ever been forced to leave a job, or been dropped from school because of legal, family, or other personal problems?

Yes _____ No ✓

If "yes," explain _____

Military service experience - Yes ___ No ✓

If "yes," what was your military specialty?

Health status (circle one)

Excellent Good (Fair) Poor

→ Good health but returns to hospital frequently for surgery skin has broken down to pressure from bone.

Do you have any physical limitations?

Yes ✓ No ___

If "yes," please list here: _____

Paralysis from the waist down a loss bowel and bladder incontinent.

DOE-631 -3

Proficiency with machines, tools, and/or special occupational skills:

Proficiency	Where Acquired
Photographic Enlarger	High school
Electric Saw	Alsa High School

Medical History:

Are there any serious medical problems?

Skin break down on buttocks.

Vision I use glasses for near sightedness.

Hearing FINE

Speech FINE

Chronic Illness no

Other (handicapped situation)

Spina bifida

Special Considerations:

Do you require any special facilities and/or medication on the job?
(i.e. special bathroom, wide aisles, ramps, etc.)

I do use a wheelchair.

Transportation

How would you be able to get to work?

private car

Any agencies involved?

O.V.R. - BOCES Special Services

Services provided Job counseling

pre college. on campus experience

How would you estimate your ability in the following areas? (circle one)

1. Reading: Excellent (Good) Average Fair
2. Math: Excellent Good Average (Fair)
3. Working with your hands: Excellent (Good) Average Fair

Do you have any special skills or talents?

I am able to use photographic equipment. I have successfully held a job in Public Relations Photography.

→ Human Resources

What do you see yourself doing one year from now?

work possible as a part time photographer at a paper.

Interest in computers & photo.

What do you see yourself doing five years from now?

Continue to develop in the photographic field.

WAIVER (to be completed only if applicant is referred by an agency.

I _____ hereby grant BOCES permission to release test results to BOCES SPECIAL NEEDS.
Name of Agency

_____
Signature

DOE- 981 -3

APPENDIX E

CHECK LIST OF TESTS RECOMMENDED AND ADMINISTERED

BOARD OF COOPERATIVE EDUCATIONAL SERVICES OF NASSAU COUNTY
Division of Occupational Education

SUPPORT AND ADVOCACY FOR VACATIONAL TRAINING
OF POSTSECONDARY HANDICAPPED ADULTS

Check List of Tests Recommended & Administered

Name _____ Date of Entry _____
Last First

INVENTORIES				APTITUDES			
Recommended (Put Check)	Date Administered (Put Date)		Final/ Score Grade	Recommended (Put Check)	Date Administered (Put Date)		Final/ Score Grade
_____	_____	Ideas	_____	_____	_____	GATB	_____
_____	_____	Things to do	_____	_____	_____	MICROTOWER	_____
_____	_____	COPS II	_____	_____	_____	MIND TOOL	_____
_____	_____	Interest Check List	_____	_____	_____	SAGE	_____
_____	_____	Non-Sexist Vocational Card Sort	_____	_____	_____	COATS work samples	_____
_____	_____	WRIOT	_____	_____	_____	Automotive Barbering & Cosmetology	_____
_____	_____	COPS	_____	_____	_____	Clerical Commercial Art	_____
_____	_____	Strong Campbell Interest	_____	_____	_____	Electrical Wiring Electronics	_____
_____	_____	Hall Occupational Orientation	_____	_____	_____	Food Prep. Masonry Medi.Services Refrigeration	_____
_____	_____	Kuder	_____	_____	_____	Sales Small Engine Travel Ser.	_____
_____	_____	Self-Directed Search(Holland)	_____	_____	_____	_____	_____
_____	_____	JVIS	_____	_____	_____	Typing	_____
_____	_____	CMI		_____	_____	Clerical	_____
		COATS		_____	_____	Minn.Paper Form Board (MPFR)	_____
_____	_____	Job Matching	_____	_____	_____	Dvorine Color Blindness	_____
_____	_____	Experience	_____	_____	_____	Bennett Hand Tool	_____
_____	_____	Preference	_____	_____	_____	Crawford Small Parts	_____

Recommended (Put check)	Date Administered (put Date	Final/Score Grade		Recommended (Put check)	Date Administered (Put Date)	Final Score Grade
			ACHIEVEMENT			OTHER
_____	_____	CAT Form( )	Reading_____	_____	_____	_____
_____	_____	Level( )	Math_____	_____	_____	_____
_____	_____	TABE	Verbal_____	_____	_____	_____
_____	_____	Form ( ) Level( )	Non-Verbal_____	_____	_____	_____

Counselor:_____

APPENDIX F

CAREER SUPPORT PLAN AND FOLLOW-UP CAREER SUPPORT PLAN

Career Support Plan

SUPPORT AND ADVOCACY FOR VOCATIONAL TRAINING OF POST SECONDARY HANDICAPPED ADULTS

Student Name_____ Date of Birth_____

Address_____ Age as of 9/1/ _____

Program Location_____ Date Entered Program_____

I. Recommended Assessment Areas and Tests

Reading:_____

Mathematics:_____

Interest:_____

Aptitudes:_____

(See Test Inventory Sheet_____Yes _____No)

II. Statement of Program Goals

1)_____

2)_____

3)_____

4)_____

III. Statement of Program Objectives

1)_____

2)_____

3)_____

4)_____

5)_____

IV. Related and Supportive Services Recommended (i.e., tutoring, wheel chair assistance, interperative assistance, note taking assistance, etc.)

1)_____ 4)_____

2)_____ 5)_____

3)_____ 6)_____

V. Implementation date of above:_____

I have reviewed the Career Support Plan.

_____ _____

Name Date

Follow-Up Career Support Plan
SUPPORT AND ADVOCACY FOR VOCATIONAL TRAINING
OF POST SECONDARY HANDICAPPED ADULTS

Student Name_____(_____Week Evaluation) Date_____

Instructional objective	Evaluation method	Performance level	Strategies, Resources	Objective Continued	Objective Modified (See below)	Objective Attained (See below)
New objective, modification or replacement				Comments		

APPENDIX G

INSTRUCTOR SKILLS RATING SHEET

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

Support and Advocacy for Vocational Training of Postsecondary Handicapped Adults

PERSONAL DEVELOPMENT PROGRESS REPORT

Date: JUNE 14, 1982

Course: DRAFTING

Student's name: [redacted]

Evaluator: INSTRUCTOR

(Circle the numbers that are most appropriate)

Attendance

(4) Exceptionally good KT ½

3 Absent occasionally

(2) Absent frequently 2ND ½

1 Poor

Initiative

4 Self starter

(3) Seldom needs prodding.

2 Occasionally initiates action

1 Seldom initiates action

Self Control

4 Very stable

(3) Satisfactory

2 Fair

1 Unstable

Attitude

4 Consistently good

(3) Generaly good

2 Tends to fluctuate

1 Poor

Dependability

4 Reliable

KT ½ (3) Generaly accepts responsibility

2ND ½ (2) Needs constant follow-up

1 Undependable

Relationship With Others

(4) Well accepted

3 Gets along satisfactorily

2 Difficulty relating to others

1 Poor

Personal Appearance

4 Highly Satisfactory

(3) Satisfactory

2 Fair

1 Unsuitable

Ability to Accept Criticism

4 Graciously accepts criticism

(3) Adequately accepts criticism

2 Difficulty accepting criticism

1 Reacts unfavorably

Ability to Work Independently

(4) Independent and productive worker

3 Makes effort to work independently

2 Has difficulty working independently

1 Unable to work independently

BOARD OF COOPERATIVE EDUCATIONAL SERVICES OF NASSAU COUNTY • DIVISION OF OCCUPATIONAL EDUCATION

OCCUPATIONAL PROFICIENCY RECORD

(See Instructions on Reverse Side)

Diesel Engine Mechanics

	Year	I	II
ENGINE REPAIR			5
Replaces cylinder heads		✓	✓
Performs machining operations for valves		✓	✓
Overhauls engines		✓	✓
Replaces timing gears		✓	✓
Replaces crank and crankshafts		✓	✓
Replaces cylinder liner		✓	✓
Rebores cylinders			
LUBRICATION SYSTEM SERVICES			4
Services oil pumps		✓	✓
Replaces oil filters		✓	✓
Adjusts oil pressure		✓	✓
FUEL SERVICES			5
Services fuel system filters		✓	✓
Services fuel transfer pumps		✓	✓
Tests injection pumps			
Times injection pumps		✓	✓
Rebuilds various types of injection pumps			
Tests and adjusts various types of governors			
Tests injection nozzles		✓	✓
Reconditions inspection nozzles		✓	✓
Uses flow-test bench			
COOLING SYSTEM SERVICES			4
Tests cooling systems		✓	✓
Tests and replaces thermostats		✓	✓

	Year	I	II
Tests and replaces shutter stats			
Replaces water pumps		✓	✓
Services radiators			
Replaces fan belts		✓	✓
Replaces hoses		✓	✓
EXHAUST SYSTEM SERVICES			4
Replaces mufflers		✓	✓
Replaces exhaust pipes		✓	✓
Replaces water traps		✓	✓
Replaces exhaust manifolds		✓	✓
Tests exhaust for temperature and pressure			
Maintains pollution devices			
STARTER SYSTEM SERVICES			4
Tests starters		✓	✓
Replaces starters and solenoids		✓	✓
CHARGING SYSTEM SERVICES			5
Tests alternators, generators, and voltage regulators		✓	✓
Overhauls generators and regulators		✓	✓
STORAGE BATTERY SERVICES			4
Replaces battery		✓	✓
Tests and charges battery		✓	✓
AIR-INDUCTION SYSTEM SERVICES			4
Replaces or services air filters		✓	✓

	Year	I	II
Services piston-induction systems			
Services rotary blowers			
Services superchargers			
Services turbochargers			

STUDENT: ~~Robert Schreiber~~

Teacher I _____ Comments:

Teacher II _____ Comments:

Poor performance, lack of attitude

INSTRUCTIONS

As the student achieves minimum entry-level proficiency, enter a check mark ☑ in the appropriate skill area. Do not put check marks in the shaded areas.

At the end of the THIRD MARKING PERIOD, enter the appropriate numerical code in the shaded area, using the following rating scale.

RATING SCALE

1 EXCEPTIONAL PERFORMANCE
- Works carefully, rapidly, and systematically
- Regulates speed to maintain steady productive pace
- Is highly accurate and precise
- Requires some supervision, can perform independently

2 COMPETENT
- Works carefully and at moderate speed
- Works usually within accepted standards of accuracy
- Needs normal supervision

3 ADEQUATE
- Maintains a steady pace with occasional errors
- Performs generally within acceptable limits of accuracy
- Requires job-entry supervision

4 LIMITED
- Organizes time poorly, works in spurts
- Does not generally perform within accepted standards of accuracy
- Requires close supervision

5 INADEQUATE
- Has not attained minimum requirements of entry-level proficiency

Year	I	II	Year	I	II	Year	I	II

EMPLOYABILITY TRAITS

A check mark ☑ indicates the student has frequently demonstrated the following employability traits.

Practices safe work habits			Demonstrates courtesy and cooperation			Demonstrates dependability		
Works well with others			Demonstrates good judgement			Maintains good personal grooming habits		
Accepts responsibility			Demonstrates initiative			Respects confidentiality		
Demonstrates willingness to learn			Demonstrates resourcefulness					

APPENDIX H

EMPLOYER SURVEY QUESTIONNAIRE

Graduate Student Name _____

Employer Name _____

Employer Location _____

NASSAU COUNTY BOCES

SUPPORT AND ADVOCACY FOR ADULT HANDICAPPED

EMPLOYER SURVEY QUESTIONNAIRE

Prepared by:

Carol Sacker Weissman, Ed. D.
Evaluation/Research Consultant

May 1982

Please answer the following rating scale questions which apply to each of our graduate employees at your job site. If more than one graduate employee is at your site, use as many Ratings Scale questionnaires as necessary for each graduate employee. Do not put anything in the code boxes in the right.

Card #2

Rating Scale Questionnaire For Each Graduate Employee

1 - 3

Check the most appropriate rating for each behavior of the graduate employee.

4 - 6

1. Relationship with other workers on the job. (Check one)

7 - 8

1._____Gets along satisfactorily with most workers
2._____Shows some ability to relate to others
3._____Has difficulty with others
4._____Unable to determine at this time

9

2. Cooperation with Supervisor (Check one)

1._____Generally cooperative
2._____Has some difficulty being cooperative
3._____Generally not cooperative
4._____Unable to determine at this time

10

3. Courtesy (Check one)

1._____Generally courteous
2._____Has some difficulty being courteous
3._____Generally not courteous & inconsiderate
4._____Unable to determine at this time

11

4. Responsibility (Check one)

1._____Generally accepts & seeks additional responsibility
2._____Reluctant to accept additional responsibility
3._____Avoids responsibility most of the time
4._____Unable to determine at this time

12

5. Initiative (Check one)

1._____Completes assignments on own initiative
2._____Normal supervision required to complete assignments
3._____Needs considerable supervision to complete assignments
4._____Unable to determine at this time

13

6. Judgement (Check one)

1._____Usually makes the right decision
2._____Has some difficulty making good decisions
3._____Often uses poor judgement making decisions
4._____Unable to determine at this time

14

7. Self-Control (Check one)

1._____Generally well-balanced
2._____Some difficulty controlling impulsive behavior
3._____Has little control of impulsive behavior
4._____Unable to determine at this time

15

8. Concentration (Check one)

1._____Satisfactory concentration level
2._____Concentration level fluctuates
3._____Cannot sustain concentration even short time
4._____Unable to determine at this time

16

9. Tolerance/Frustration (Check one)

1._____Adequately tolerates frustration
2._____Has some difficulty with frustration
3._____Cannot tolerate frustration
4._____Unable to determine at this time

17

10. Appearance (Check one)

1._____Usually neat and in good taste
2._____Sometimes careless about appearance
3._____Untidy most of the time
4._____Unable to determine at this time

18

11. Safety (Check one)

1._____Follows established safety rules at all times
2._____Works without injury to self and others most of the time
3._____Works without injury to self and others some of the time
4._____Unable to determine at this time

19

12. Adjustment to New Assignments (Check one)

1._____Adjusts adequately to new assignments
2._____Has difficulty adjusting to new assignments
3._____Great deal difficulty adjusting to new assignments
4._____Unable to determine at this time

20

13. Communication Skills (Check one)

1._____Satisfactory verbal communication skills
2._____Verbal communication warrants some improvement
3._____Unsatisfactory verbal communication skills
4._____Unable to determine at this time

21

14. Motivation for Training in Occupational Area (Check one)

1._____Average interest for training
2._____Fluctuation in motivation for training
3. ____Shows little or no interest for training
4._____Unable to determine at this time

22

15. Potential For the Occupation (Check one)

1._____Shows good potential for the occupation
2._____Shows some degree of potential for the occupation
3._____Shows little potential for occupation
4._____Unable to determine at this time

[ ] 23

16. Punctuality (Check one)

1._____Seldom tardy (0-1 lateness per month)
2._____Occasionally tardy (2-3 lateness per month)
3._____Frequently tardy (more than 4 lateness per month)
4._____Unable to determine at this time

[ ] 24

17. Attendance (Check one)

1._____Attendance stable (less than 2 absences per month)
2._____Attendance somewhat unstable (3-4 absences per month)
3._____Attendance unstable (more than 5 absences per month)
4._____Unable to determine at this time

[ ] 25

18. Notification For Lateness or Absence (Check one)

1._____Usually notifies on time
2._____Notifies but usually late
3._____Often fails to notify
4._____Unable to determine at this time

[ ] 26

19. Quality of Production (Check one)

1._____Meets quality performance most times
2._____Meets quality performance sometimes
3._____Substandard performance most times
4._____Unable to determine at this time

[ ] 27

20. Quantity of Production (Check one)

1._____Consistently finishes alloted amount or more
2._____Barely finishes work alloted
3._____Amount of work done is inadequate
4._____Unable to determine at this time

[ ] 28

21. How long has this graduate employee been on this job? (Check one)

1._____1-3 months
2._____4-6 months
3._____7-9 months
4._____10 months - 1 year
5._____More than one year

[ ] 29

22. What kind of work is this graduate employee doing at your job site? (Check one)

1._____sheltered employment
2._____Unskilled employment
3._____Semi-skilled employment
4._____Skilled employment
5._____Unpayed volunteer employment
6._____Other_____
(specify)

7._____Other_____
(specify)

30

Please describe in detail the role employee plays at your job site.

_____

_____

_____

_____

_____

_____